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TESTIMONY OF THE ADAMS MORGAN COMMUNITY COUNCIL IN FAVOR OF
GREATER COMMUNITY CONTROL OF ADAMS SCHOOL

Three years ago the Morgan School was the worst in our community in terms of the quality of education. So the greatest attention of community residents along with parents naturally was given to the improvement of Morgan School. You know the story well enough. The Board of Education granted the parents and community partial control over the Morgan School--and from that time, in spite of the problems of any new venture--the quality of education at Morgan School has gone steadily upward.

In the past three years, while Morgan has been providing a better and better education for its children, the other elementary school of the neighborhood, only three blocks away, has been providing a steadily decreasing quality of education--and that is Adams School. After two years of community participation and control in the Morgan School, and the obvious better education, parents and other community people begin to notice the difference in Morgan and Adams School. One on the way up--the other on the way down; one with teachers and staff totally responsive to the parents of the children--and the other with an evident gap between parents and staff; one with children happy to go to school for the first time in their lives--the other with children dreading school as an endurance test. Now, a great many parents who have seen the difference between the two are saying that they will not settle for the worst of the two for their children--and we do not think they should have to.

The Adams Morgan Community Council is an advocate for the people of Adams Morgan. People should have control of the education of their children. The parents of children at Adams should have the same opportunity for providing quality education to their

July 23, 1969

Rev. Coates, members of the Board of Education, Dr. Manning and staff --

I am Mr. Solomon Shepard, President of the Adams P.T.A. representing

180 members.

*I have two children in Adams School now
and three in preschool*

It is with regret but hopefully without despair that I find it necessary to defend sincerity and honesty against cheap politics and selfish whims. As long as there are life and people no one is naive enough to say "X" is perfection. We are completely satisfied." Show me a perfect school and I will show you a dream, words, a sketch on paper. Flesh and blood schools always have room for improvement - just like flesh and blood anything else.

The present Adams faculty has made special appeals to the parents for their cooperation and help during the past two years. Appeals have been made by the P. T. A. as well. Parents have been encouraged and welcomed to give their services and support to the school for the benefit of the children. The charges made by this self-appointed, politically motivated, so-called "Emergency Committee" are ridiculously untrue. They have slandered and viciously maligned the staff of Adams School. They have gone to great lengths to destroy an institution that was struggling to develop into a place that would benefit and meet the needs of its pupils as much as possible within the framework

established by you - the Board of Education.

The parents of Adams School are well aware of what the staff has done and is attempting to do for our children. We appreciate the job that is being done.

Complaints by two (2) members of this "Emergency Committee" are the only complaints made to the principal. Does that indicate the validity of the wild charges made by this manufactured group?

Certain members of this committee were so eager to disrupt and destroy the school that integrity was thrown to the winds and they stopped to the questioning of children on the streets as to their likes and dislikes concerning the principal and staff. Was this an act of stable, well-meaning adults? No.

When this committee and its plan for disruption was rejected by the P.T.A. body it drew attention to itself by publicizing unfounded and deliberately slanderous charges by distributing throw-aways discrediting the school, by having public meetings where it tried to spread its viciousness and untruths in attempts to swell its ranks, by going so far as to use the cities newspapers, radio and T. V. stations to spread its planned, politically motivated propaganda. We know that campaign built on such deceit, malicious destruction, and absence of fact and truth certainly must fail.

Any person or group who destroys and maligns in order to establish itself shows the world that it means no good and is selfishly motivated. We do not want our children and school used as pawns by such as this on a political battlefield.

In the 1965 agreement with Dr. Hansen and the former Board it was agreed that if the experiment at Morgan were a success negotiations would be initiated to extend it to Adams. I repeat - providing it was a success. Our thoughts are - has the Board found time to visit the school, study the curriculum, and evaluate its outcome or is it the Boards policy to rely on hearsay?

One member of this committee was quoted in a newspaper as saying "the name of the game is community control." We are afraid that that is just what this attempt is to this vociferous group - a game. But when the game is over - where will they be? Where will our children be?

The staff at Adams should be highly complimented on the outstanding job it had done in the past two (2) years which have been filled with problems. Year before last the membership was doubled by a change of boundary and by two bus loads coming in daily from Southeast. This meant that more than half the staff was new to the building along with a new principal. The past year came with more changes. Bus delivery was stopped but boundaries were again changed which meant a another influx of children new to the building on all levels. Along with the changing membership - the past year was one when the school was under unfair, malicious attack by these few loud personal axe-grinders. The staff has done well to survive. It is our hope that they will remain and continue to do the good job they have been doing. The staff has our confidence and support.

The Board has on record the true feeling of the Adams parents. A letter was sent last year asking that the Antioch experiment not be extended to Adams. This was done with the unanimous consent of the P. T. A. body in a regular meeting. The request was repeated this year.

If the Board sees fit to ignore the requests by the official parents body of Adams School - there will be no other recourse for us but the courts. We do not intend to have the education of our children interrupted, brought to a halt, set back, or probably destroyed completely for the political and selfish gain of adults who couldn't care less for the welfare of our children.

We do not want what we have seen of community control at our school. We need parent control at home and teacher control at school so our children will have a fair chance at acquiring and developing the necessary skills they need so badly in today's demanding world.

We as parents do not want something crammed down our throats regardless of whether we want it or not. I will say as one Board member said - and I quote "I am here to represent my constituents - as to what they want." As president of the John Quincy Adams P. T. A. I am stating - my associates do not want a community controlled school and have voted to that effect. Further, it is not our aim to have one until we, as parents of Adams School ask the Board to grant it - not when someone

also ask for it out of pure selfishness and personal gain disregarding the welfare of our children. We ask you, The Board of Education, to kill this attempt for community control and allow Adams School to remain a full ward of the Board. With your continued help we will make it the school we want it to be.

Before you make a decision I feel that the neighbor hood should be polled to get a true picture ~~of the~~

Ladies and gentlemen of the School Board: My name is William Leavitt. I am a longtime resident of the Morgan Community and a concerned parent of a six-year old child who is in the first grade at the Adams Elementary school. I can say to you at the outset that the only reason my son is able to read and write his name today is because his parents taught him those skills at home. I am also a member of the Emergency Committee for the Adams School. By profession, I am a writer and editor specializing in science and education. My purpose here tonight is to clarify the issues that you, as elected representatives of the people, face at this hearing on the future of the Adams School. How you face these issues will affect not only the children at Adams, but also by indirection, all of the children in the District public schools. You have three choices available to you. You can do nothing and face your consciences. You can temporize and call for further "study" - which amounts to to doing nothing and betraying the children at Adams. Or you can take action and make the Adams School a true community school, along with its sister school, Morgan. If you take the latter action, you will be giving the people of the Adams School community, parents and community members together, the power to bring change and innovation and a humanitarian attitude into a school that up to now has failed so many of its children and shut its doors to the community and parents it is charged to serve.

The issues at Adams are clear. What's needed at Adams is accountability, responsiveness, and above all quality education -- and community control is the clearest path to these objectives. We say this because for months, by letter, by appearances before this school board, in conversations with Adams School officials, in talks with central school administration people, including the Superintendent himself, we have tried in vain to bring about desperately needed change at Adams and the kind of educational innovation sorely needed at the school. For our troubles we have gotten nothing more than an offhand suggestion

that a so-called advisory board be set up to counsel the Adams principal and staff -- an advisory board with no power and to which no one has to listen. We and other community organizations have rejected this kind of response from the downtown administration as nothing more than another form of colonialism.

Accountability and responsiveness are two sides of the same coin. The school staff at Adams and the school administration are showing neither. And while they shuffle papers and hope we will go away, reading scores continue to decline at Adams. That unhappy situation merely underscores Dr. Manning's recent statement before Sentaor Proxmire's committee on Capitol Hill that our urban schools are a failure.

Having appealed to you, having demanded action from you, and having been rebuffed for months now in our campaign to change conditions at Adams School, we are convinced that only by fulfilling the original commitments by the school administration and school board to bring Adams into the Adams-Morgan community school project can desperately needed change and quality education be brought to Adams. It is not without significance that Morgan, the only community-controlled school in the city of Washington, and two blocks away from Adams, is virtually alone in having shown reading score improvements in the latest announcements. Adams was supposed to have been brought into the Adams-Morgan community school project once Morgan had proved itself. You yourselves have shown your confidence in Morgan by extending the Morgan program. Now is the time for you to order the Superintendent to convert Adams to a community-controlled school - so that our children can start getting a decent education this fall - not next year or five years from now.

We are not saying that community control is a panacea, that miracles will be performed overnight. But we do say that you have to start somewhere.

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This is a new age. The antiquated methods of the past so not work anymore. We must bring into Adams, and into all school, individualized instruction, a genuine love of children and a responsiveness to their natural eagerness to learn, and an atmosphere of cooperation and mutual trust between school and parents and community. The educational and physical repression of elementary school children, black or white, is no answer to their needs. We want them to master the basic skills in a warm and rich and orderly environment where curiosity and intelligence are rewarded - not stultified.

Too long ago now, Dr. Passow and his team of specialists, at large cost to the citizens of the District, studied our school and found them sadly wanting. They produced this thick report which should be required reading for everyone who cares about children. This book is an indictment of all of us. But all of us are not members of the School Board as you ladies and gentlemen are. Among the strongest recommendations of the Passow report is school decentralization -- but I hasten to add, decentralization with community control.

I quote briefly from the Passow Report:

The District Schools tend not to be in touch with the communities they should serve; communication is poor and mutually supporting programs are rare. Since communities differ, the varieties of services and leadership should be responses to joint planning by school and community. A school which serves its community will be an educational center in the broadest sense -- a place where children, youth, and adults have opportunities for study and learning. Beyond that, the school may also function as a neighborhood community center; a center for community services . . . and as the center for community life, catalyzing action for study and solution of significant neighborhood problems.

In the same connection, on the matter of community school boards, the Passow report declared that if such boards are quote restricted to serving in an advisory capacity, then tokenism and scarcely any real decentralization will result, end quote. Tokenism is what we of the Adams school community are being offered in the hope that we will somehow forget that our children are being robbed of the education they are entitled to. And for that matter, tokenism is the name of the game the school administration is playing with

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its current decentralization proposals for the entire city, proposals that carefully deny community control .

Let me cite another few short quotes, these from a gentleman you know very well.

"I take the position, without equivocation," Dr. Manning told you Board members last September, " that where desired, community groups should be granted maxible feasible autonomy within the present legal framework. In Addition, where legal constraints exist that inhibit local control to the extent where it is unworkable, the appropriate laws should be amended or modified.

"To have decentralization without local control is a travesty" Dr. Manning also said that to you members of the board last year. We of the Emergency Committee for Adams School could not agree more.

Ladies and gentlemen of the board, yours is the power to make policy for our school system and yours is the duty to make sure that your policies are executed by the paid officials of the school system. It should not be the other way around.

Again, I say that on the matter of the future of the children of Adams School you have three choices. You can do nothing and face your consciences. But if you do that you are condoning the educational and physical repression of children for you you are responsible. Or you can temporize and study this situation do death. Or you can take action now, tonight, to make Adams a community school. If you take the last and decent course you will be meeting your responsibilities to the children of Adams and setting a model for future actions to bring schools everywhere in this city into the twentieth century.

end

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STATEMENT PRESENTED TO THE BOARD OF EDUCATION at its hearing on the Adams Elementary School on July 23, 1969

The Washington Teachers Union has made it clear that when a community exhibits a strong interest in the operation of its schools it is incumbent upon the Union to work with that community to develop a proposal which will provide a viable program for the school. Some parents and community residents in the Adams Elementary School neighborhood have indicated that it is their desire to have Adams School assigned to the Special Projects Division so that planning can begin for the operation of the school as a community controlled School. The Union is willing to work with the community to formulate a plan which will provide better educational opportunities for the students within the framework of the community's objectives.

We cannot deny the fact that the quality of education at Adams Elementary School is poor, because the quality of education at all District of Columbia Schools is poor. By its own admission, by its own test scores, by the Wright Decree and the Passow Report, this system stands condemned. If any community, or any group of people in a community wishing to improve its schools, offers its services free to the Board of Education, we feel these services should be accepted. This Board of Education and this administration need all the help they can get.

The Community Council for a model Urban School system, which this Board of Education did not see fit to continue, called for the development of independent parent councils, as recommended by the Passow Report. Passow recognized that the PTA did not serve the interests of the majority of the parents of most schools, but rather maintained itself through control by the principal, support of the system and denial of access to the school to "non-approved groups".

This movement is a struggle of liberation and like all struggles of liberation it has led to a counter-revolution of the school administration and its allies and front groups who fear change.

The Emergency Committee is attempting to gain for the parents and the community the same rights that the Washington Teachers' Union has gained for the teachers. The struggle is the same. The enemy is the same. We, too, began as a tiny minority. Teachers had long been forced to join the other organization and had even convinced themselves that the other organization was the only truly professional organization. When there was true freedom of choice, the teachers rejected the organization that they had been forced to support. When parents have true freedom of choice, without fear of reprisals, they too, can choose the organization that they feel most truly represents them and

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their aspirations.

If this Board of Education is truly interested in the concerns of all the parents of the community, we ask it to demonstrate that interest by instructing the Superintendent to advise the Principal of Adams Elementary School to grant to the Emergency Committee the same rights that are granted to the PTA - namely the right to meet at the school, to contact parents and teachers, to have access to lists of parents, with their addresses and telephone numbers, to send home notices, to meet with the principal, to receive information about the school; in short to operate without restraint.

If such an open door policy to all groups of parents is instituted, the parents and the community will then be able to judge the situation for themselves and decide what they wish to do. The solution will come from the community, not from the administration or from an administration-proposed Community Council that attempts to develop a program acceptable to all its disparate members and usually ends up issuing statements filled with meaningless generalities.

We agree with the Community Council Report on Parent Involvement when it states that ". . . problems cannot be solved within the existing parent group structure because the structure itself perpetuates the problems".

The Emergency Committee, as a group outside the structure, is the only group capable of solving the problems.

We urge that it be given the opportunity.

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Statement to the Board of Education, D.C. on July 23, 1969
concerning the Adams School Community Council

David Mayer
President of Board of Trustees
New Educational Ways, Inc.
1831 Kalorama Road, N.W.
Washington, D.C.

My name is David Mayer. I am President of the Board of Trustees of New Educational Ways, Incorporated, which for five years has operated two experimental libraries for children in the Adams Morgan area. One, the Alley Library, draws children from Adams School; the Seaton Place Library draws children who attend Morgan School. The purpose of the libraries is to encourage children to read by providing books, tutors, trips, and other opportunities and incentives in a relatively unstructured setting. This program has proven not only popular among the children, but helpful to them as well. We serve approximately 200 children who are in effect denied public library facilities by the strongly centralized administration and its unimaginative approach.

We are here not to espouse one type of curriculum or another, but to speak on behalf of the growing need for parents to involve themselves more and more in the education of their children.

We have observed in our own work that the interest and participation of the parents has made children more eager to learn. Even the limited forum that NEW provides the parents in the neighborhood has led to new and constructive relationships in the community which have produced useful educational ventures benefiting children. We have also observed this relationship between parent participation and benefits to the children at Morgan School.

Whether a Community Council at Adams School would lead to comparable benefits no one can say with certainty. However, the benefits will certainly

not occur if there is no opportunity for those who have already taken the initiative to move ahead and form such a Council to continue their work. Parents in the area not wishing to participate should not have to - but those who do want to be involved should have the means available.

The question of type of curriculum must not be allowed to interfere with the question of whether or not there is a Council.

We at the two libraries will continue to support those causes that enhance the educational opportunities of the children we serve.

Betrayal In The Schools

MARTHA WHITE WASHINGTON

OFFICE OF EXECUTIVE SECRETARY

MAR 12 1969

BOARD OF EDUCATION, D.C.

As seen by
an advocate
of
Black Power

The problem in the public schools is not exclusively racial anymore, if indeed it ever was. Rather, the shut-down in New York City and the predictions of more to come in Philadelphia, Washington, Detroit, Chicago and other cities represent a clash of cultures, a conflict of interests, a struggle for power. While the discord is clearly evident in the area of education, the coming community breakdown will not be limited to school shutdowns. Rather, as is already occurring in New York, there will be a chain reaction spilling over into other areas of the community, black and white, igniting everything touched. In the meantime, the white masses will come to identify with struggling blacks—for white children, too, have gradually become victims of a system which destroys rather than builds. This is why the New York situation is being watched nationally by questioning parents and community leaders who face similar problems.

The children of the masses, black and white, in the United States are not learning to read, write, spell and figure because these indisputable fundamentals have been getting less and less attention while budgets, school plants, cafeterias, projectors and other academic paraphernalia, to say nothing of administrative staff (including psychologists, counselors, paraprofessionals and drivers for "balancing and bussing") have been accepted as standard equipment for educating the young. The fashionable and passionate emphasis on fads, frills and fun is such that the profound significance and proficient art of teaching have been lost on many younger teachers, themselves more and more the product of the modern system of education without literacy. It is not unusual to hear a "liberal" instructor assure a parent disturbed by her child's lack of reading progress that poor spelling is no deterrent to learning and should not be a source of worry—after all, the teacher herself never could spell. Besides, "What do we have dictionaries for?"

But the further along in school such pupils advance, the harder it becomes to "guess" words, and harder still to stop every minute of an assignment to seek out proper spelling from a dictionary. Disgust, loss of interest, declining motivation soon follow, and eventually a turning away from school entirely. The personality of the student is thus subverted, the character of the community changes as radical deterioration of the learning institution takes place, and the school, as a learning institution, finally dies.

Consequently, legislation and judicial decisions directing programs against "de facto" segregation and racial discrimination are outdated and self-defeating not alone for the masses of blacks, but for the masses of whites as well. Like Alice in Wonderland, the faster the blacks have run in the last several years (since the Supreme Court's momentous school desegregation decision) the "behinder" they have gotten in education; while the faster

the white masses have run to stay ahead, the more they have locked themselves, with their children, into a well-fashioned but ill-conceived trap.

The subversion of the public school system is as tragic for the white masses as it is for the blacks; but neither the subversion nor its significance has been recognized by whites, for several reasons. The rapid decline in the mastery of basic skills by the offspring of whites has unfortunately been attributed to "the revolution" in education and the advent of blacks in their midst—a necessary evil, in other words, if the world's leading democracy is to be truly democratic. Second, the importance of literacy and computation, traditionally recognized by slaves and ex-slaves as essential for securing freedom against re-enslavement, is not so fresh in the minds of whites as it is in the consciousness of blacks. To the latter, therefore, any school that fails to distribute the "tools of knowledge" "ain't no school at all," it is an institution preparing our offspring for slavery again in this technological age or, worse still, perhaps preparing them for more advanced, more implacable institutions—incarceration in mental institutions or criminal penitentiaries, for example. Once the trick is recognized for what it is—the imposition of a handicap on youngsters in the name of education—no amount or variety of foods to substitute for a deficient mental diet served at two hour intervals, coupled with programs of entertainment and "sustained excitement," will placate black parents.

The Elect and the Unelect

Our forebears were enslaved for 250 years not because they were "savages" and "uncivilized" as claimed, but rather, because there was born in those days in the Western World a new form of government founded largely on the Judaeo-Calvinist concept of "the elect and the unelect"—a pre-Christian doctrine based on

the premise that some men are born outside salvation. Actually this form of government arose in response to a desire on the part of a select minority to dominate the majority. Later, that minority of whites could reenforce its position with the profits, power and pleasure to be derived from enslaved blacks. Since no man, black or white, willingly submits to slavery, it became necessary, in order to institutionalize the system, to break up the family, tribe and clan as fast as blacks debarked from the slave ship. The second essential for guaranteed control over blacks was to deny them literacy while educating them for service on the plantation lands and in the "Big House." Thus, in the larger sense, it cannot be asserted honestly that Africans were denied education, for they were taught weaving and sewing, cooking and housekeeping, carpentry and numberless skills, but teaching the alphabet and numbers was immediately frowned upon, then finally barred completely. (Literate slaves would have been able to pick up knowledge of their heritage and the outside world; they could also communicate in writing, plot up-risings and plan escape through the underground railroad, as Frederick Douglass did following his "boot-leg" instruction in reading, writing and arithmetic.)

Since World War I, when we fought "to make the world safe for democracy," emphasis on that political ideal steadily rose. But strangely, as the ideal came closer and closer to realization in other areas, the development of youth through mass education to fulfill the objective shifted into reverse—exactly in proportion to the vast outlay of money, the expanding school staff and startling development of educational "innovations." For ours is a heritage that adheres, in spite of it all, to the Judaeo-Calvinist concept of an "elect-elite"—a concept that was applied to our educational system through the philosophy of John Dewey. That philosophy, unfortunately, provides a means of keeping the disadvantaged in a disadvantaged position.

Beginning in the twenties the revolution in public education spread rapidly from Columbia University and New York City to the smallest hamlet in the United States. This was so effectively accomplished through teacher's colleges, workshops and seminars on teaching methods, the mass media

and public relations channels, that functional illiteracy soon became widespread among the American masses.

Just as blacks began questioning the American system of "education without literacy" two things happened. With the introduction of TV, "looking at the idiot's box" became the "thing" (as possession of the television set as a piece of furniture conferred status), offering hope to youth for effortless development. Secondly, educational theorists introduced a proliferation of new interpretations, assumptions, and evaluations of pupils and parents necessitating radical changes in "groupings," eating habits, transportation, parent-child relations, etc. which had little or no bearing on the quality of education. In fact, black parents could eventually protest that as the budget went up, educational achievement went down, that as "innovations" were introduced, youngsters became frustrated, until finally the new techniques became so suspect among black parents that they would charge the school system with *programmed retardation*.

Silence on the effects of modern mass education was broken in 1955 with the publication of Rudolph Flesch's enlightening work, *Why Johnny Can't Read*, suggesting a kind of conspiracy at work, cataloguing the ravages of Dewey's revolution.

What Flesch had noted about the effect of education on children in general was more true of blacks. Many southern black fathers and mothers, who had never got beyond eighth grade, managed to send their children to college even during the Depression. Although these young students' experiences were limited and the books and libraries available were in short supply, most became quite literate in English and many went on to master other languages. Moreover, the dialect handicaps and speech difficulties of black children, so often complained about by educational theorists and teachers in northern cities and "integrated" schools, were readily overcome in the Ole South as fast as pupils learned to read, spell and master grammar and sentence structure. These same blacks, parents now, residing in big cities, cannot understand the reason for today's pervasive functional illiteracy and its accompanying loss of motivation, but they do know that it is a terrible thing which is undermining their most precious dreams and aspirations. More and more they

have become suspicious of the various forces at work—politically astute and financially well-equipped—and always blaming them for little Johnny's inability to read, write, spell and compute, and consequently his restlessness in the classroom and trouble-making.

How to Grow Criminals

In the early fifties, Flesch pleaded with the educational theorists and school administrators to mend their ways so that the 33 million babies born between 1945 and 1953 might fare better than the immediately preceding generation of children. But where are these black and white children today, now ranging in ages from twenty-three to fifteen, who were never taught to read, never developed the responsibility to carry out an assignment, to follow directions, never learned to respect knowledge or the purveyors of knowledge, never became masters of their own souls with the self-discipline that separates the civilized from the savage, the criminal from the contained? They are the drop-outs, juvenile delinquents and dope addicts of our time using their energies toward destructive ends and applying their talents to bank robberies and con games—to bringing down the nation which allowed them to be betrayed.

Why did Mr. Flesch's brilliant work, which hit the academic terrain like a thunderstorm on the desert sands, die aborning? Why did he lose so soon the ear of questioning, anxious parents? Because overnight the Supreme Court's *Brown* decision had deflected the full energies of the nation to ending school segregation and racial discrimination. For the small businessman or would-be businessman, block-busting became the most profitable of the early community innovations following "desegregation" of schools. It was to become a source of quick profits for these speculators, both in terms of housing turnover and of "mechanizing" the classroom. White parents leap-frogged over "integrated" communities to suburbia, seeking new schools for their own children. At the same time black parents were running so fast in search of acceptance and better education for their children, that few stopped long enough to observe what was happening to these children. It was too late when blacks discovered that schools were being "integrated" but that edu-

cation was being taken out of them. The whites were running so fast to suburbia to escape it all that they did not notice that they had left education behind and that once in suburbia they had to start from scratch, building a whole new system of education from plant to curriculum. By the time they questioned the new arrangement, the issue of "balancing and bussing" broke.

Balancing and bussing now became the thing in public school education, based on the premise that homogeneous neighborhood schools limit education, especially when their charges are "culturally deprived" low-income blacks. Liberals explained to doubting black parents that school district boundary changes and zigzag zoning were necessary to eliminate "tracking," or "ability grouping," an earlier desegregation scheme.

Soon, black parents in the big cities were complaining that the new district boundaries removed their children further from their local communities and a normal school atmosphere, alienating them from their natural environment. Moreover, it made parental participation in the educational process more difficult both because of geographical distance, and because of their strange and strained relations with other parents in far-away communities with whom they had nothing in common.

Interestingly, far-out innovations like balancing and bussing were the exclusive creation of white liberals, although black Anglo-Saxons often executed the plans.

Regardless of the declining situation in public schools—in education itself—the white masses have continued running to suburbia with their children, while blacks, under the direction of white liberal educational theorists, opportunistic politicians, engaging psychologists and enterprising businessmen, push them out. Seldom has it occurred to anxious black and white parents that such issues as interracial mixing, seating arrangements, ability grouping, balancing and bussing, or even "blackfaces" in history books, are really issues of organization, mobility, transportation, individual comfort and such like, and have little bearing on the acquisition of literacy. Moreover, these non-academic issues affected many black pupils more adversely than segregation had, while paralyzing public education for the

masses of whites. But the dust had to settle before black and white masses were to comprehend the direction of a social revolution which consisted of one step forward and two steps backward.

The Freudian Ethic

Education theorists, with their quackish prescriptions based on misleading misdiagnosis of pupil problems, would have been exposed in the fifties in spite of all the confusions accompanying the "civil rights movement" and "race-mixing," if the "mental health movement" and related idiocies had not been flourishing at the same time. Mythological tradition, now representing itself as a science (in the form of the "Freudian Ethic") demanded the abandonment of allegiance to God, and consequently to man as the center of things, making of all men mere objects subject to political manipulation.

Thus, when pupils could not read after not being taught how, it was explained that "non-reading" was a condition due to Oedipus complexes, lack-love mothers, parental anxieties, family conflicts, poverty, hunger, cultural deprivation, nervous stomachs, heredity, parental interferences, matriarchal homes, unwed or broken homes, sibling rivalries, "bookless homes." The school thus became, in fact, a failure clinic to which anxious parents, black and white, periodically reported to receive futility reports on their children. The school system of Washington, D.C. could report to the House Committee on Education and Labor in 1965 that in some of the District's public schools as many as 85 per cent of the pupils were reading below normal, if reading at all. Today, the heart of the New York struggle over decentralization is the fact that last year's Regents' test revealed that 85 per cent of black and Puerto Rican pupils were reading below grade level. The District of Columbia senior high school teachers have reported being assigned twelfth grade students reading on the first grade level. One high school teacher has reported a section of senior non-readers rated minus one—that is, they did not know even the alphabet.

Flesch had protested the instruction of children by "guessing or gambling" reading techniques. These techniques, I believe, became the per-

sistent habit pattern of the young as the way to approach the problems of the world. Rather than digging in for mastery and understanding of the complexities of life and human development, which requires hard work, group action and collective concern, a generation of black youth has been sacrificed in the battle for "civil rights." However talented and worthy a student may be, if he cannot read, write or spell in his native tongue, how can he major in languages, history or philosophy? If he has never learned the multiplication tables and how to calculate square roots, how can he enter engineering and physics?

Flesch had predicted it all: "I say, therefore, that the word method is gradually destroying democracy in this country; it returns to the upper middle class the privileges that public education was supposed to distribute evenly among the people. The American Dream is, essentially, equal opportunity through free education for all. This dream is beginning to vanish in a country where the public schools are falling down on the job."

In the breeze we can still hear Martin Luther King romanticize "I had a dream" for the benefit of black children. But it will remain a dream unfulfilled as long as the fundamental tools of knowledge are denied to inquiring tender black minds when they come to the first grade searching for it. As long as the manipulators, masquerading as psychologists, counselors, educational philosophers and theoreticians, are allowed to function as an "elect-elite," the masses they are dehumanizing will be left intellectually and spiritually naked in an age of automation and cybernation.

Tragically, the gates of the highest academic citadels, sealed tight for centuries against blacks, now swing open; but the "comers" from the ranks of blacks are few and far between, for the public schools are such that their products never qualify. The liberal educator-class, which controls these schools, financed, marched and otherwise participated in the "civil rights movement"; but what they gave with one hand—desegregation of schools and "decovenanting" of housing—they took with the other, all the while being regarded as the greatest, most charitable and philanthropic liberals the world has ever known.

In this connection, Patrick J. Moynihan argues that racism is destined

to overcome the handicaps imposed by liberals, and that blacks will eventually qualify for places in first-rate universities and colleges. This movement would certainly be getting under way right now, as the calls go out from Yale, MIT, Brown and other universities, had black youth been taught the fundamentals in the public schools where their poor parents were forced to enroll them while they struggled to make ends meet.

The Cultural Clash

For some of the black masses, at least until recently, the parochial schools have provided a sort of "hothouse" situation where the indigenous strain of black worth, creativity and individual dignity could survive, while other blacks were being victimized by the Protestant-Freudian ethic and the drive for "civil rights" and "mental health." In these Catholic schools many children who had been written off as uneducable before transfer from the public schools learned to read, write, spell and compute in spite of race and economic circumstances. And recently, black children who transferred from public to Muslim schools in New York, Chicago, Washington and elsewhere have achieved similar gains.

Some may argue the motives of the desegregation theoreticians and politicians, but none can dispute results: hundreds of thousands of blacks have lost hope for the first time since Emancipation. The struggle in New York is one result—and there will be others. But if the real issues underlying declining literacy and undermining achievement had been aired, the tragic New York debacle, which threatens a cultural conflict such as was never experienced in the South or for that matter in the whole history of the United States, might have been avoided.

The lines of democracy, the rights and wrongs, the good and the bad have gotten so tangled that the country, at least a significant segment of it, may find itself re-examining its whole historical role in servicing the masses, especially the education of their children. It may also find itself thinking seriously about the charges by John F. Hatchett, a black nationalist teacher in New York, who maintains that Jewish teachers were

poisoning the minds of black children, even while Albert Shanker, in the name of the teachers' union which he heads, blasted blacks in general as anti-Semites and even "Nazis."

Had the trouble in New York merely reflected issues related to the race problem, we might look forward to a relatively prompt and happy solution. But the cultural clash, accompanied by a conflict of interest and a struggle for power in New York City and elsewhere in the nation is cutting sharply across lines of religion and race, polarizing the United States in a most unexpected fashion.

Behind the facade of school desegregation and the emphasis on racial discrimination and civil rights, serious trouble has been brewing for some time. But many black intellectuals who wish "to tell it as it is" have not been able to be heard. They could have warned—and the nation would have been the better for it—that by providing the public schools with ever-increasing federal funds (Title I, Title II and so on) the government was literally planting the seeds of its own destruction. Programs turning the school into a service station providing amply for everything from food to "sustained excitement," everything except a steady diet of fundamental education, drills and homework, were destined to do for the growing child what food and entertainment does for an untrained animal: make him big and strong, the better to turn on his keeper.

But St. Luke says "I tell you, if these are silent [or silenced] the rocks will cry out." The rocks have not cried out in recent years without reason. Young people of the District of Columbia did not turn out and turn on the community without cause last April 5. Vandalism of school buildings in recent years by betrayed and disappointed young people represents the logical development of a cold war directed against a system which has betrayed and alienated youth, and which is steadily becoming worse.

The "Innovation" Racket

Failure factories supported and fed by a system of programmed retardation, and promoted by the change racketeers, is what has stirred blacks to revolt. The schemes, the machines, the tests on materials untaught, the change agents—these are the persons

and forces serving to make blacks and growing numbers of the white masses feel more and more estranged from their institutions and their culture. We cannot alienate black youth, deculturize, and dehumanize them, and simultaneously develop them for positive citizenship.

While disappointed youngsters are smashing display cases and breaking school windows, looting and burning in disgust within the exploited areas, change agents are locked up in "innovation" shops cooking up other schemes, tactics and excuses for failing to distribute the tools of knowledge which have been promised to all the children of the black and white masses in this democracy of ours.

Blacks, as do whites wherever they reside, want their children to enjoy the advantages of effective education. These advantages are rooted in the basic fundamentals of knowledge—reading, writing and arithmetic. Education begins with a mastery of the lingua franca—literacy—in any country for any people. The constant in all of this is power. Power determines the denial of the fundamental tools of knowledge and power can determine the nature and extent of the education meted out.

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A POSITION PAPER ON COMMUNITY CONTROL

Issued by the Washington Teachers' Union Executive Board on Tuesday, September 24, 1968

The WTU Executive Board enthusiastically endorses the decentralization plans adopted by the Board of Education at its regular meeting on September 18, 1968.

It should be noted that WTU has been very actively involved in both the Morgan Community School and the Anacostia Project. In fact, on February 25, 1968, Mr. William Simons, President of the WTU in a meeting regarding the Morgan Community School declared, "The parents are demanding, and are going to have a greater say in the operation of the schools, whether the teachers are with them or against them. We want to be with the parents and we have no intention of aligning ourselves with the reactionary forces that fear community involvement." (Washington Post) Furthermore, President Simons spoke in favor of a proposal which would have expanded the power of the Morgan Board at a July meeting with the downtown Board and the Morgan Community Board.

As for the Anacostia Project, the Union became an active participant shortly after the President announced his support for the ten million dollar project. In June, the union office along with a union classroom teacher was responsible for recruiting the 150 teachers who attended the teacher-student community workshop. At one point during the workshop, the welfare department threatened to withhold the monthly check to welfare recipients who were receiving a stipend for participating in the workshop. The Union leadership issued a statement at the workshop indicating that if the community residents decided to withdraw because of the welfare department action, the Union would also withdraw its support of the program since it was the Union's understanding that the success of the project depended upon the opportunity for the community to play a decision making role in drafting the final proposal.

These above points are mentioned only to reveal that the WTU leadership has been consistent in its support of community control movements during the last year.

One of the major reasons for our support of community controlled schools is that we endorse the concept of self-determination and community development. In this regard we believe the objectives of the schools should be as follows:

1. To provide for decision-making in regard to the procedures and process of education which will make the schools responsive to the community.

2. To provide the community with absolute administrative and fiscal control of the school.
3. To redefine the function of education so that it is responsive and accountable to the community...

There has been a loud roar from some quarters of the teaching ranks with respect to the rights of a local board to hire and dismiss personnel. The Union believes this power should be held by the local board. However, we are convinced that here in Washington the Union and the local board can sit down to negotiate a collective bargaining agreement that will guarantee all personnel the right to due process and representation in any matters of dispute. Perhaps, some are forgetting that black communities who are seeking community control represent a body of people that has long been denied any form of justice and due process within this racist society. By the same token, in this city, teachers, until the advent of the Union, were also denied the right to due process and justice particularly in the area of evaluation and dismissal practices. In short, the opportunity to bring about real justice so that the schools truly respond to the needs of the students, community and the teachers, can probably be best achieved under community control rather than through the rigid bureaucracy of the downtown administration. In effect, teacher rights may well be more closely protected in a community controlled school than by the downtown board. (Note: The downtown administration arbitrarily attempted to fire over 25 temporary teachers without providing due process).

In the vital areas of curriculum, we are thoroughly convinced that a revolution of sweeping change is acutely needed if we are to provide effective education for our over 93% black student populace and other minority groups in the system. We envision that the opportunity for creative teaching approaches can be best implemented in those schools which are free from the control of the downtown administration which obviously includes the curriculum department. Certainly the central administration offices can be of assistance, but it will be based on terms laid down by the community and the teachers. In short, the dignity of the teachers and the community will more likely be manifested by thwarting the efforts of a bureaucracy which tends to dehumanize students, teachers and community residents alike. In effect, the Union is not talking about restoring confidence in the public schools. As the public schools are now run, there is every reason to question why one should be confident in the system. Community control is in reality a conservative move in the American tradition of grass roots control to achieve a revolutionary goal for our urban students, that goal being a new educational urban system that will respond in an effective manner to the legitimate demands of Black people who are calling for quality education in all schools.

In achieving this end, the WTU Executive Board goes on record as supporting the recent community control resolution adopted by the American Federation of Teachers at its 52nd annual convention in Cleveland, Ohio, The resolution states:

Be It Resolved, that the American Federation of Teachers recognize the need for effective community responsibility and involvement through elected representation in the operation of schools in the Black, Puerto Rican and other minority communities of America, and

Be It Further Resolved that the American Federation of Teachers accepts the responsibilities of rendering cooperative assistance to these communities in developing the structure, content and processes of the school system, subject always to the terms of contractual negotiations with the Union, due process, and of the state tenure laws, and

Be It Further Resolved that the American Federation of Teachers and its affiliated locals will work with the community and students in establishing criteria for personnel selection and evaluation.

Furthermore, the Union will gladly sit down at the bargaining table to negotiate the sub-contracts with local school boards. We believe that this kind of local bargaining affords both the community and the Union the opportunity to engage in a creative and a new exciting bargaining experience that has not been tried by a single teacher organization in the nation.

Finally, the WTU Executive Board believes that the uniting of teacher power and community power shall create such a significant force in the District that we can begin to accomplish essential changes that will benefit the students.

Centralized control of Education

Now let me tell you what I mean -- for example in the schools west of Rock Creek Park in the affluent white area of the District of Columbia you had a situation where you had the parents to maintain business. White parents are not going to let their schools run down. They'll raise hell with the superintendent. So the superintendent ~~was~~ went out there and put in a good library and put in a counselor

You had a situation where the parents in those schools were buying books and creating libraries themselves and buying television sets etc., really creating an increasing differential in the city schools--now we argued in the Hobson v. Hansen case that if anyone wants to make a contribution to public education in the District of Columbia that he do it ~~to~~ to the general treasury, and that that money be spent from the general treasury for the good of all the schools. Now obviously

Now what I'm trying to say here about the Adams-Morgan area is that in the first place let me hasten to say that I'm against this question of neighborhood _____ for the simple reason that we've got in the United States today approximately 240 odd thousand school districts in which you come out of high school and where everybody takes an examination to go to Harvard. When I graduated from industrial high school in Birmingham, Alabama I wasn't even qualified to get in the 8th grade at Harvard, yet I find myself contending against the boys that graduated from good high schools in Chicago with a damn good ~~good~~ background--we took the examination and you see who got in Harvard, so what I'm trying to say is ~~we~~ we need to centralize control of education. If we don't centralize control we certainly need to standardize curriculums if we're going to compete for

the same colleges and universities and come out and work in the same economic and engage in the same economic intercourse in order to live. What you do when you get this diversified control in the District - I would be horrified to think that of 50 different

boards of education in the District of Columbia setting curriculums, none of which are educated. I think we need a superintendent who knows about education and need central control and certainly parent participation and certainly parent attitudes and positions should be taken into consideration but control - no. To me, this is just like turning America over to Red _____, and I think we have fallen to a new low in this country when we parade an ex-convict functionally illiterate before a Committee of the Congress of the United States and have him say -- no boss, there aren't going to be any riots, I talked to Stokely -- what we are really falling to is that we are asking the functionally illiterate--not the city planner-- we've got a preacher in Washington in charge of redoing a main section of a city where you need technicians, you need people who know about transportation trends, you need people who know about population trends, you need people who know about education trends, you need people who know about housing, who know something about the trends in zoning, about the trends of mobility , etc., and yet we pick up these self styled indigenous leaders

and we put them in charge of education and put them in charge of rezoning the city. It seems to me

and this is what the Adams-Morgan situation is coming to--you are creating intentionally or unintentionally a differential

situation where you got defacto discrimination
question

We need technicians and we need people who have knowhow. Now it seems to me that the first point of departure in this question of reshaping the society to be able to create a basic knowhow in the first ~~place~~ place we have another problem in this country which you and I know about and that is that we have a tremendous waste of manpower going on right now. We've got underemployment, we've got that problem based on discrimination, not only by race, but women and other kinds. I am 100 percent in favor of neighborhood participation. I've raised much ~~hell~~ hell in Washington for 10 years so I'm trying to participate. That does not mean that I know how to run Freedman's Hospital or that I know how to run an education system. It simply means that I as a citizen of the District of Columbia with children in the D. C. public school can count, and I know if my boy learns to read or if he learn to write , or he ~~has~~ got the tools which enable him to thrive not just survive in the world of 1967. That's ~~as~~ as far as my participation will go. If I can't depend upon a good Superintendent who is an educator to set up a system, I'm lost because I wouldn't know a good teacher if she walked up and hit me in the eye, I'm not qualified to sit on a board and be able to say this is a good teacher, except after decades of time has passed and say look at old Potter, she turned out some good students -- then maybe I can say with some ~~ex~~ _____ based on what I've~~n~~ heard about her as a teacher through time that she is a good teacher. But turn the schools over to me now. In the light of my ability in education we would cause havoc in the United States in Education and I see that happening in the neighborhood

in 201 -- I go around, I know the black boys in Harlem, I hang out on the street with them and we have big street rallies and all that and cuss out whites, ~~him~~ but that's a different proposition from running a damn education system. We've got to have a school and gut reaction and gut reaction is not what it takes to run this country. We've got to equalize manpower, we've got to train people and we've got to turn it over to the people who have know-how and let the superintendent run the school

July 23, 1969

Statement of a Prospective Parent at
Adams School

My name is Emile Summers. My son, Tony, will be a student at Adams School in September. I guess I want for my son, all the things that a father wants. I want him to be happy, to be respected, to be capable. I know that without a good education, the things I want for him, will not be realized.

I work as a Job Counselor at the Washington Job Center. We're struggling at the Center to help young people overcome the problems of poor education. Most of our trainees are products of the public schools of the District of Columbia and I see daily the hardships which have been created for them by the schools.

I won't let it happen to Tony. I stand ready to throw my shoulder to the wheel and do all that is necessary to improve the quality of education at Adams. I ask you, the members of the board, to open the door for me by making Adams a community school.

CHANGE, Inc.
3308 14th Street, N. W.
Washington, D.C.- 20010

July 23, 1969

The Education team of CHANGE, Inc., the Neighborhood Action Center for Upper Cardozo, has been working for some time with the Emergency Committee for Adam School.

Through our involvement with parents of the school, CHANGE, Inc. must support the decision of the committee to fight for Community Control of the School. The School Board can not continue a "band-aide" approach to solve the multi-problems existing in Adam School, as well as, other schools in the Cardozo Area. A hard look at these problems is a priority.

The Emergency Committee can only attempt to make the Board aware that immediate changes are needed. Attention to the Spanish Speaking Community and their peculiar problems that have multiplied in the recent years, must be noted.

There seem no alternative to Community Control, so that recommendations for improvement becomes a reality.

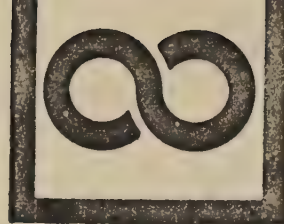
WHY COMMUNITY CONTROL AT ADAMS ELEMENTARY SCHOOL?

MANY PARENTS OF CHILDREN AT ADAMS SCHOOL, SUPPORTED BY MEMBERS OF THE ADAMS-MORGAN COMMUNITY AT LARGE, ARE CALLING FOR COMMUNITY CONTROL OF THE ADAMS SCHOOL IN THE BELIEF THAT IT IS THE ONE WAY WE CAN INFLUENCE AND IMPROVE EDUCATION AT THIS SCHOOL, WHERE, FOR THE THIRD YEAR IN A ROW, READING SKILLS HAVE DECLINED.

REPEATED ATTEMPTS TO CHANGE AND IMPROVE CONDITIONS AT ADAMS HAVE BEEN REBUFFED BY SCHOOL OFFICIALS AND FACULTY MEMBERS AT THE SCHOOL.

WE BELIEVE THAT COMMUNITY CONTROL IS THE ONLY METHOD BY WHICH WE CAN OBTAIN QUALITY EDUCATION FOR OUR CHILDREN IN THE DISTRICT OF COLUMBIA SCHOOL SYSTEM, WHICH SUPERINTENDENT MANNING HIMSELF HAS TERMED "A TOTAL FAILURE IN ITS PRESENT FORM. IN ASKING FOR COMMUNITY CONTROL WE ARE FOLLOWING THE STRONG RECOMMENDATIONS OF DR. PASSOW'S FAMOUS REPORT WHICH CALLED FOR DECENTRALIZATION AND COMMUNITY CONTROL OF THE DISTRICT'S SCHOOLS.

NATIONAL



WELFARE RIGHTS ORGANIZATION

July 22, 1969

1419 H Street, N.W.
Washington, D.C. 20005
Tel: (202) 347-7727
George A. Wiley, Director

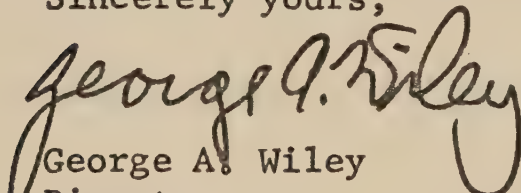
District of Columbia Board of Education
District Building
Washington, D. C.

Gentlemen:

The National Welfare Rights Organization is a nationwide network of grassroots organizations of welfare recipients and other poor people across the country. We are deeply and fundamentally committed to the concept of community control in education, as well as other community facilities.

In my capacity as Director of this organization and as a resident of the Adams school district, I vigorously support community control for the Adams school and urge you to take action towards this end as soon as possible.

Sincerely yours,


George A. Wiley
Director

GAW/jer

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The Founding Church of Scientology *The Hubbard Scientology Organization in*

WASHINGTON, D. C. A NON-PROFIT CORPORATION REGISTERED IN THE DISTRICT OF COLUMBIA

Founder

L. Ron Hubbard

1812 19th Street N W

Washington DC 20009

Adams 2 6296 (202)

Cable: Scientology washington dc

Telex: 440125 (S.T.T.)

JULY 23rd, 1969

TO WHOM IT MAY CONCERN:

The Founding Church of Scientology supports community control of the Adams Elementary School at 19th and California Streets in D.C.

We believe this community should have the right to a school which meets the community standards, and a provision of education in keeping with basic human rights and family purposes in having their children educated.

Human rights apply to children. The children at the Adams school are being denied their human right to a safe and adequate education.

This community can and should be allowed to take the responsibility to ensure the children of this community have these rights without question.

Community control of the school can achieve this.

Joseph Breeden
REV. JOSEPH BREEDEN

for the Board of Directors
of the Founding Church of
Scientology of Washington, D.C.
and for L. Ron Hubbard, Founder

The Academy of Scientology

The Hubbard Guidance Center

BOARD OF DIRECTORS: PRES., ANNE URSPRUNG; VICE PRES., RENZ HOFFMAN., SECY., ESTHER MANGOLD

July 23, 1969

Statement of the Emergency Committee for
Adams School

The Emergency Committee for Adams School was formed in an attempt to come to grips with some problems that we, as parents at Adams, felt needed immediate attention.

We did not organize to push for community control. Rather,--we have attempted for the past five months to work within the framework of the school and the central administration. We have been met with rebuff, and hostility. Our rights to raise objection have been questioned. Ulterior motives have been ascribed to us, and some of the people who feel they "own" Adams School have asked us to leave. Significantly, some very serious charges that we have made regarding the school have not been investigated and other than in area of corporal punishment, no charges have been made in the school.

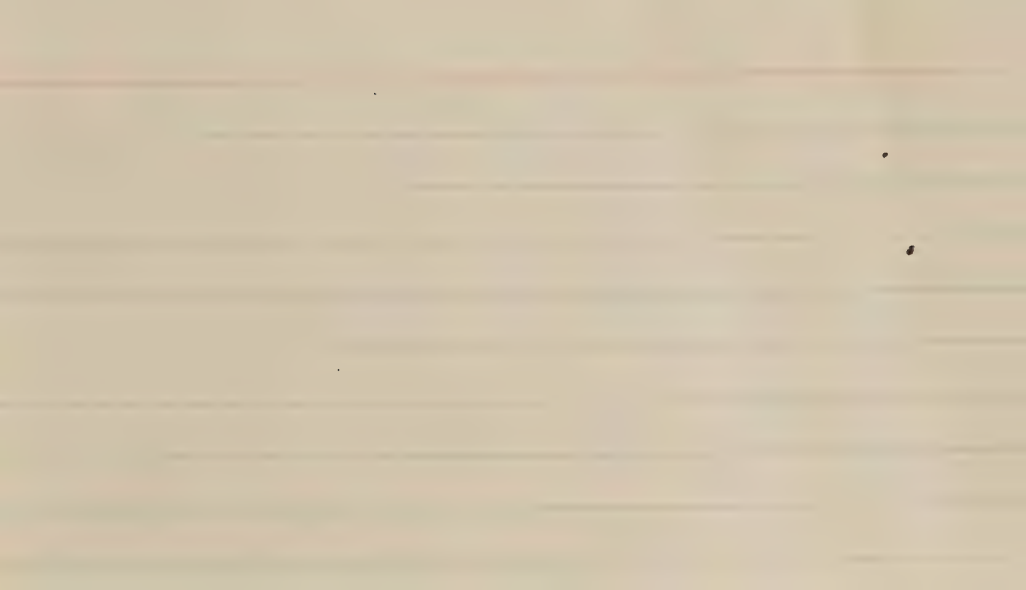
We cannot condone the quality of education at Adams School. We will not allow this school system which, by its own standards, is inferior, to damage our children. We prize education as a commodity to be desired in our society, and have gone on record for asking, no demanding! Quality education for our children.

Our request for community participation at Adams evolved from our impressions of Morgan where our neighbors have effectively started to "cut through" an educational jungle to get at the job which has to be done. We want for the children at Adams that which is available to children at Morgan, an opportunity to learn.

We know that this will involve a tremendous amount of work on our part. We feel up to it. We know that there are people who oppose our concepts because they represent a move toward change. Their opposition does not deter us one bit.

We came here today to present an appeal to our elected school board to hear us and to carefully consider our appeal for community control for Adams School.

1967, 68, 69
our position has
not changed.
Neighbors Inc.



June 5, 1967

Boundary Changes
NEIGHBORS, INC.
6400 Georgia Avenue, N.W.
Washington, D.C. 20012

STATEMENT TO THE BOARD OF EDUCATION

I am Mrs. Barbara Simmons representing Neighbors, Inc., an organization in northwest Washington which embraces the philosophy of "living democracy" and which has, in fact, demonstrated it these past nine years of its existence.

I wish to speak on the matter of four proposed boundary changes, introduced to the Board under the title "Possible Boundary Shifts to Increase Integration." Specifically I wish to express our concern regarding the proposed extension of the eastern boundary of Deal and Wilson across Rock Creek Parkway, north from the tip of the former optional zone along 16th Street to Eastern Avenue. This proposition, as stated, would put twelve additional seventh graders and approximately nine tenth grade students into Deal and Wilson, respectively.

Our organization, which subscribes to the basic concepts of "meaningful integration" and heterogeneity, finds this proposal contrary to both goals. First, this minuscule manipulation does not achieve meaningful integration. Based on our own research, we conclude that not even all of the twelve and nine students from this boundary shift are in fact Negroes. Thus, such a proposal definitely moves in the opposite direction of its aim.

Second, it breeds socio-economic discrimination. This offends our commitment to heterogeneity; by the very manner in which the new boundary line is drawn, students from more economically secure backgrounds are being removed and added to schools currently having a majority of students of similar backgrounds. Further, this type of piece-meal approach to integration has negative effects which far outweigh any positive effects which could be achieved. We would like to urge your rejection of this proposal for the enumerated reasons.

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6400 GEORGIA AVENUE, N.W. • WASHINGTON, D. C. 20012 • (202) RAndolph 6-3454

Edward S. Cogen
PRESIDENT

Edward S. Hollander
EXECUTIVE DIRECTOR

COPY

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February 21, 1968

Principal Robert W. Boyd
Boundary Coordinator
D. C. Board of Education
Franklin Administration Building
13th and K Streets, N. W.
Washington, D. C., 20004

Dear Mr. Boyd:

Enclosed is the statement adopted by Neighbors, Inc. on February 19th in regard to the various methods being considered to comply with the decision of Judge J. Skelly Wright in the Hobson v. Hansen case. This statement was adopted after long and careful consideration by our Education Committee, Board of Directors, and our membership. I know that you and your committee also will give our statement your careful attention.

You will note that in the statement we offer to assist you in any way possible and are also willing to serve on the citizens committee which you have said will be formed. I hope you will feel free to call on us when and if we can be of help.

From our own deliberations on this problem we learned that the task you face is not an easy one. Nevertheless, because of this issue's critical importance to the community, we urge that your report be forthright and that it be responsive to the content of our statement.

Sincerely yours,

s/

Edward S. Cogen

cc: Rev. Hewlett & Board members
Superintendent Manning
Deputy Superintendent Henley
Assistant Superintendent Koontz

an intown, integrated, interesting community

February 19, 1968

STATEMENT OF NEIGHBORS, INC. TO THE BOARD OF EDUCATION

On boundary changes and other methods of achieving increased racial and socio-economic integration in the D. C. public schools in compliance with the decision of Judge J. Skelly Wright in the case of Hobson v. Hansen.

Neighbors, Inc. would like to take this occasion to stress to the Board of Education that the Wright decision forces it to deal with what is, in this regard, basically a moral issue. We believe the paramount responsibility of the Board is to provide educational excellence for all the children in the city. Judge Wright could not order that the schools be good; he could order only that they be equal. We urge that the Board of Education view increased racial and socio-economic integration as but one element, albeit an imperative one, in the creation of educational excellence in all of the city's schools. This must be done in compliance with the specific terms of the Wright decision is to produce anything more than mere boundary shuffling.

Neighbors, Inc. supports the Wright decision and urges Principal Boyd, Superintendent Manning, and the Board of Education to develop plans which will meaningfully carry out the decision. We believe that there is more than one possible plan which could bring about the increased racial and socio-economic integration called for by Judge J. Skelly Wright's decision in the Hobson v. Hansen case.

Neighbors, Inc. sees the role of community participation in this matter as being one of helping to set goals and guidelines, not of having the responsibility for providing expertise, collecting and analyzing demographic data, or preparing a variety of detailed plans. Those functions are the proper responsibility of the school officials who can and should draw upon whatever expert and consultant services as are necessary. Other school systems dealing with this problem have made extensive use of consultant firms utilizing computer techniques, and we would suggest the same be considered by D. C. school officials.

We have not seen from any quarter a set of plans which covers a range of the possible ways of increasing racial and socio-economic integration in keeping with Judge Wright's

decision and therefore we cannot at this time support any one particular plan to the exclusion of all others. However, there are at this time some specific plans which we oppose and some general guidelines which we have adopted, and they are the following:

1. Neighbors, Inc. supports in principle the use of school pairings, consortia, educational parks, and other methods which will achieve racial and socio-economic heterogeneity as ordered by the Wright decision. Our support is limited to only those plans which would produce a sufficient degree of such integration.

2. Consequently, we oppose, as means of compliance with the Wright decision, the plan to pair Wilson, Deal, Paul and Coolidge because that plan would group students of generally comparable middle and upper-middle class backgrounds.

3. We likewise oppose, as a means of compliance with the Wright decision, the during-school-hours part of the "cluster" plan recently announced by Superintendent Manning which provides for special course enrollment by students among Wilson, Coolidge, and Roosevelt.

4. Neighbors, Inc. urges the Board of Education not only to implement plans to meet the specific terms of the Wright decision but also to pursue urban-suburban cooperation as suggested by Judge Wright. We are awaiting the results of the feasibility study on this subject now in progress and we hope the Board will act promptly on the report upon its completion. NI urges the Board of Education to earmark future capital outlay funds for the creation of educational parks, in cooperation with suburban jurisdictions if possible, designed to serve broad cross-sections of the metropolitan area school population.

5. Neighbors, Inc. urges the Board of Education to comply with the spirit as well as the letter of the Wright decision. If real integration (as opposed to mere physical desegregation) is to be achieved, we believe steps must be taken to prepare for this change. We envision as necessary such measures as the preparation of teachers in summer institutes and in in-service training programs, the use of multi-ethnic materials and the training of teachers on the use of these materials, and the development of ways to promote integration in extra-curricular activities where participation is by choice.

Neighbors, Inc. stands ready to assist Mr. Boyd and the Board of Education in any way possible. In particular, NI would welcome the opportunity to serve on a citizens committee, which Mr. Boyd has indicated will be formed, in line with our view of the proper role of citizen participation, as mentioned above.

Statement of
Bruce J. Terris
Chairman, District Democratic Central Committee
before the
Board of Education
Spingarn High School
April 2, 1969

It is a pleasure to appear as a representative of the popularly elected Democratic Central Committee before the only democratically elected government body in this city. It is a particular pleasure because recent actions of the school board demonstrate the critical importance of elected government in this city. The refusal of the board to continue the construction of Takoma School over the opposition of the community shows a responsiveness to the people which has previously been lacking both in our school board and city government.

I am here today to talk about another issue -- discipline in our schools and crime in our city -- precisely because this school board is attempting to be responsive to the community. Last week, the City Council -- over the objections of the Democratic Central Committee which represents four fifths of voters in the city, and numerous other citizen groups -- decided upon repression as the principal method to reduce crime. At a time when the city has virtually no programs for juveniles when they first get into trouble, when our correctional institutions are schools for crime rather than rehabilitation, when probation and parole workers are so few that they cannot give proper supervision, city funds are being poured into more and more policemen.

You may ask what does this have to do with the school board? First, the overwhelming majority of crime, even serious felonies, is committed by juveniles. It is an astounding and depressing fact that more 15 year olds are arrested for serious crimes in this country than any other age group -- and the second highest group is 16 year olds. Half of all persons arrested for serious offenses are 17 and under and almost a quarter are 14 and under. Youngsters of this age are either in school or have recently dropped out.

Second, we read almost daily in the newspapers of the serious discipline problems in the District schools. These youngsters are either the same as those committing crimes or likely soon will be.

Third, the best time to head off crime is when a youngster first gets into trouble ^{Not} after a serious crime has been committed. If funds are short, as they obviously are, it is better to assist a 14 year old youngster, then to add more policemen, judges and correctional officers to deal with him after he is a hardened offender.

Yet, our city almost totally ignores these obvious facts. Teachers and counselors can readily identify youngsters getting into trouble who are virtually certain to commit more and more serious acts as time goes on. Blindly, we do almost nothing for these children until they commit serious offenses. Then, we spend a small fortune to arrest, try, and punish him. By then, society has been seriously harmed and an individual's life has been destroyed.

I come here today to ask this school board to take leadership in this field. Since our appointed City Council is unwilling to act, I appeal to you to help save the lives of the children who are in your trust. I ask you to develop a program to give maximum assistance to youngsters when they first get into trouble. Such a program will help these individual children, greatly improve discipline in the schools, and protect society from more serious crime in the future.

More specifically, I recommend the following steps:

1. Suspensions should be eliminated as a means of discipline and should be used only in rare instances, after a fair due process hearing where absolutely necessary. Suspensions may relieve the school of an immediate problem, but they are likely to push the child into more serious activities far more harmful to society. Suspensions are now greatly overused by many principals.

2. The truancy program also needs overhauling. It is not presently geared to getting youngsters back in school. Youths are truant for periods up to 138 days with little action taken beyond "investigation" and parents are often not even notified. Lay persons should be used in neighborhoods to locate the youngsters and get them back into school before such long periods lapse that educational continuity is broken.

3. Youngsters who are in trouble or seem about to get into trouble need extra assistance. The Crisis Teaching Program should be instituted to provide specially trained teachers who can work individually or with small groups of difficult children. The objective of this extra assistance should be to enable the children to return to their regular classes.

4. The schools must employ far more psychologists, social workers, and other expert personnel to assist children in trouble. This personnel should work closely with both the children and their families.

5. Children get into trouble frequently because of overcrowding in their homes, the breakup of their families, the inadequacy of family incomes to pay for sufficient food and similar problems. While the schools cannot bear the responsibility to handle directly all these problems, they can properly take the responsibility to assure that children get assistance from the proper source. This means that school social workers should refer children and their families to the proper public or private agencies and then follow-up to ensure that assistance is forthcoming. The Welfare, Recreation, Health, Police and other departments should designate special liaison officials for the schools to ensure that the school system can obtain prompt and effective response.

6. Where neither the school system nor other city agencies can provide adequate services for school children who are in trouble or about to get into trouble, the school system should have funds to purchase these services where necessary. This may mean psychiatric help, special vocational training, better housing and the like. These funds will provide flexibility to allow the school system to provide individualized assistance to youngsters according to their particular needs when they are first in trouble.

7. Community aides should be employed both to help maintain discipline in the halls and other school areas and to assist teachers, social workers, and others in working with children who cause trouble to overcome their problems. People from the neighborhood can bring special skills in dealing with these children.

8. Finally, it is essential, if all our children are to stay out of trouble, to improve the entire school system. Classes must be smaller, physical facilities improved, the curricula made more relevant and interesting, teachers better trained. Once this is done, the schools, far more than the police, will be seen as the principal means to prevent crime by giving all children the opportunity to lead decent, productive lives.

I suggest to the school board that it begin work now to develop programs of the kind I have suggested. Where funds or staff are available, these programs should be started immediately at least on an experimental basis. Where funds are not now available, programs should be developed for inclusion in the 1971 budget next fall. But to get these funds, you will have to mobilize the maximum support of the community to persuade the Mayor, City Council, Administration and Congress that helping children to stay out of trouble is far better than enormous expenditures for policemen to patrol the streets.

I wish to direct my rebuttal testimony to two areas. (1) Facts to refute statements made that tracking does not exist at Western High School -- more particularly in the area of journalism and the school publication and, (2) Comments on my personal charges of intimidation as the result of being called to the principal's office to "discuss" my signature on a petition.

Before launching into the first area, it is necessary to present some background information on journalism at Western. I seldom find it necessary to list such qualifications as to when I was married or whether I am a union member since the record usually stands for itself. However, in the interests of personal qualifications relating to my ability to judge whether journalism is tracked, I shall depart from this. I have had seven years editorial news paper experience beginning with my senior year in college when I was Associated Press correspondent for seven southwestern Virginia counties. From there this I went on to become editor of a small daily, the Radford News-Journal. Continuing -- I served as public relations director for Radford College for two years and later worked for the Baltimore News-American. I have free lanced for the Washington Post....having by-line stories in the Post within the past several months. I have had articles published in the Virginia Journal of Education, the Baltimore Public School News Letter and various industrial and church publications. I have won first and second place awards from the Virginia Press Association and the Maryland-Delaware Press Association.

However, my bachelor's degree is in education and all my graduate work is in English.

Shortly after coming to Western in January of this year, the then journalism teacher and publication adviser ~~was~~ vehemently urged me to assume her position, stating that she lacked the experience I have had. I agreed and during my first few weeks I was appalled by the disarray in which I found both the journalism class and the publication.

The journalism class did not produce the newspaper and extreme hostility existed between the class and the newspaper staff. The journalism class was taught without any publication to permit students to see their stories in print. To remedy this situation by creating a small mimeographed sheet called, "The Briefsheet."

The condition of the newspaper and its staff was more dismaying. The editor, Paula Scott, a black student, worked with a completely hostile staff. In lieu of having a homeroom I met with the Breeze staff each morning in a borrowed home economics room. The paper had been published only twice during the first semester and students told me this was because of the chaotic financial situation. This, indeed, was part of the deplorable picture for I learned that the previous year's bills had not been paid until October of the following year. The paper also was burdened by a printer with archaic equipment who over charged. During these summer months I have gained competitive bids and have found printers who can cut the cost of each issue by more than \$100.

With this introduction I should like to bring out facts to show that an insidious form of tracking exists within the journalism and school publication area.

Of the 12 ~~humanities students~~ journalism students, ten were humanities students. The exceptions were these: A boy from a broken home whose father worked at a semi-skilled job and a boy living with an Italian-American uncle. Both boys were new to the school and it was unlikely that the parents or guardians would be in sufficient position to grasp the school situation sufficiently to be able to come to school to demand that their children be placed in an honors track.

With the exception of the breeze editor, the key personnel of the newspaper staff was completely white. As I met with ~~the~~ the eight key staffers each morning, I could ~~not~~ not help but observe that all were white; Only the editor was black.

It became apparent to me that the newspaper had become the captive of a small, minority ~~white~~ white group that exercised exclusiveness. Stories from the majority of the student body were rejected. This brought about a situation in which the newspaper was not representative of the student body....nor (with the exception of the editor) did the staff attempt to make it so.

This further brought about the classical situation in which a paper existed....the official publication...existed but was ~~not~~ not appealing, not interesting and not responsive to the student body at large. The fact that students further were required to subscribe or pay for single copies placed the Breeze outside the reach and interest range of 90 per cent of the student body. As happens in these classical situations, an underground newspaper appeared because although student opinion may be suppressed, it eventually will surface.

A flagrant example of the use of school money was the trip by journalism and/or staff members to a scholastic press conference at Columbia University. The trip had been planned -- largely by Mrs. Jessie Wright -- before I assumed the class and adviser position. I was doubtful of the value of the trip since I had lectured before a similar group at Washington and Lee University a few years earlier. However, what was acceptable to me several years ago -- and what was grudgingly acceptable before I recognized the situation at Western -- is not acceptable to me now.

Of the eight students attending the conference from Western, seven were white students which seems a strange delegation from a school in which the student body is 70 per cent black. A bus was chartered -- along with Dunbar which sent two black delegates and Wilson which sent an estimated 20 white delegates. Wilson does not hold mystic fascination for me so I did not do a head-count of their delegates as to racial origin. But my random observation revealed no apparent black student. It seemed bizarre to send a bus load of white students to represent District of Columbia schools.

I have never learned just how much school money was poured into the trip as Mrs. Wright handled all the money. I collected \$23 from each student for expenses which included bus fare to and from New York, three nights in a New York hotel and registration fee of \$15. This money I gave to Mrs. Wright. At the end of the trip, something like \$2 was returned to each student as "surplus."

(At this point I would like to clarify the fact that my daughter, a student at the University of Maryland preparing to teach, accompanied the group. I took pains to see that each penny of her expenses were paid by me with cancelled checks as proof.)

while the trip may have been rightfully limited to students with an interest in journalism, i.e. journalism class members and Breeze staff members, it still is suggestive of discrimination. The average student was discouraged from becoming a staff member. And the lack of ~~information~~ information concerning the nature of news writing precluded other students from joining.

Throughout the remainder of the year, attempts were periodically made to encourage me to obtain money for students to attend "workshops" which -- in this day and age -- are controlled by disenfranchised minorities.

The fact is that both class and staff were dominated by humanities students. These students were counselled elsewhere and they ~~showed~~ showed complete reluctance to produce a paper that would be responsive to -- relevant to -- the entire student body. I did my best to shore up the situation by backing the editor in her difficult job -- hoping that the harm of tracking in journalism would be recognized and that -- in the future -- control will not exist in a few hands.

I would like to pass to the second point...that of intimidation by being called to the principal's office to "discuss" my name on a petition.....charges that were dismissed in a rather cavalier fashion by the principal.

It is generally conceded that when the executive of any corporation -- whether it be a newspaper, a school or a private concern -- calls an employee to his office and makes "suggestions" that the "suggestions" are more in the nature of a demand. It is unlikely -- as Mr. Zevin rather plaintively suggested -- that I (or any employee) would be willing to "talk it over." It may be that my name for reassignment was truly left ~~off~~ off the list inadvertently but it did not seem to me to be so at the time.

In Miss Shield's testimony, she correctly stated that I asked "What can I do?" However, it was a rhetorical question, requiring no answer. I said, "What can I do?"not "What can I do?" She was in error in stating that Mr. Zevin suggested that I call Mr. Knoes. He suggested that I call Mr. Lofton. I have retained in my possession the card on which he wrote Mr. Lofton's name and phone number.

I will go a step further and comment what none of the three of us previously mentioned. Before leaving the office, I turned to Mr. Zevin and said, "I hope this does not bother you personally." This is truly what I meant...that I do not care to deal in personalities. I seek only firmer and more competent leadership..... a comment I clearly made to Mr. Zevin in Miss Shield's presence.

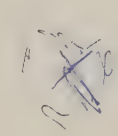
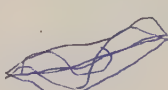
VIOLETIONS OF THE WRIGHT DECISION AT WESTERN HIGH SCHOOL

The Humanities Program at Western High School fits the classic definition of an honors track. The students are set apart from all others in that they receive special curriculum, special books, special field trips, and special favors in terms of teacher release time. The director of this program receives as much release time to run this one program as does the Chairman of the English Department to run the entire Department.

Although the Program is supposedly open to all, in actual fact, applicants for the Program are carefully screened, and those in the Program who are "not making the grade" are strongly urged to leave. Like all tracks, this honors track has built in features which lock some students in and keep others out. The Program is completely out of step with all others in the school and this makes it almost impossible for students who enter after the 10th grade to compete with those who are already in the Program. If a student drops out of the Program, he is faced with the problem of repeating material he has already studied. Because being in the honors track carries with it a great deal of prestige and because almost all of the students in the Program are white, the existence of the track has generated racial tensions.

In addition to the Humanities Program, the entire structure of the course offerings at Western is set up to give special treatment and special advantages to college bound students. For two years ~~the~~ many of the teachers in the English Department have objected to Mr. Zevin's weakening of the regular instructional program by adding an inordinate number of electives to the program, especially since some of these electives serve a very small number of students. Although Mr. Zevin failed to meet the standards for class size called for in the Union Contract in regular classes, he scheduled the following electives which took teacher time, valuable space, and money from the regular program: two classes of drama, journalism, two classes of composition, one class of creative writing, one class of world literature (serving only eight students while in some regular English classes class size approached forty!), speech, and two classes of English for foreign students. One class in communications skills was scheduled for non-college bound students, but the workshop where curriculum was to have been written for this class was canceled and neither books nor curriculum were provided for this class.

The English Department is in no wise opposed to electives, but a majority of the department is strongly opposed to scheduling of numbers of electives which rob the regular program. We insist that the only fair thing to do is to strengthen the regular program which meets all the students to the point where it meets standards set forth in the Union Contract and until each student in addition to being in a small class has suitable books. After this has been done, and it has never been done at Western, then we support electives as permitted by the remaining teacher time and available space.



We feel that Mr. Zevin's schedule as a whole evidences special concern with the needs of a minority of students and neglect of the needs of the majority. To a foreign language department which already offered French, Spanish, German, and Russian, he added Chinese and Italian! The Chinese course served only ^{a minute number of} eight students, all of whom were Chinese, yet it met for three periods and used up 1/2 a teacher salary! This in a school where more than fifty per-cent of the students are reading two or more grade levels below where they should be and where the facilities for teaching remedial reading are so limited that we were able to offer remedial reading only to those students who were reading five grade levels below where they should be. From any perspective at all, Western with its many electives and exotic courses takes on the aspect of a private school operating within a public school and serving only a minority of its students. Western, in fact, offers courses which many private schools cannot afford to offer.

A special, very expensive, WISE program for a small number of non-college preparatory students has been running at Western, but this program, too, is dangerously close to being a track. Certainly, there is no correlation whatsoever between this program and the bottom and the Humanities Program at the top. It is ~~almost~~ inconceivable that a student could move from this program into the honors track or different subject matter taught in each.

Mr. Zevin has been in an unique position in that he has had both extra money and extra personnel provided by the WISE Program which have not been provided for other schools in the city. Yet, ^{most} of the money and personnel have been used either to provide scattered enrichment ~~which primarily at the college level~~ or to reach a very limited number of students in expensive special programs. If he had had the money left over to create a program or a system which would break down the barriers of the track system and make it possible for students of all backgrounds to feel that they were getting an equal education.

Mr. Zevin's teachers are convinced that the track system is evil and they very much look to see it abolished. However, even when that step is abolished, it must be replaced with a new system. This needs to be carefully considered and written, certainly new books must be purchased (it is hardly possible to abolish the system while using books purchased especially for the system).

To Mr. T. H. ...
Chairman, English Dept.

Statement on Budget for D. C. Public Schools
by

William H. Simons, President
Washington Teachers' Union

September 10, 1969

Budgeting for the D. C. Public Schools is a farce at best. The hours spent to meet the deadline are but an exercise in futility. On Monday, September 22nd, the budget is to be transmitted to the District Government. The District Government will begin its exercise in futility in order to meet the deadline established by the Bureau of the Budget.

It is now mid September and the fiscal year 1970 is three months old. It is estimated that Congressional action on the budget will be completed and signed into law in November. As usual, additional teaching positions will be authorized and, as usual, few, if any, prospective teachers will be available. A well regulated budgetary process is not the total answer to the ills which plague our school system, but it would facilitate a number of matters, most essentially, future planning.

Nevertheless, until some way is found to permit the residents of the District of Columbia to exercise their rights under the Constitution, I am constrained to make a few comments on the proposed budget for 1971.

It is refreshing to note that the administration is now willing to ask for the kind of money that is needed to attack the problems of the system. Although money is not the total answer, one thing is for certain. Very little can be accomplished without adequate funding. How the funds are to be allocated is another matter.

Funds for the More Effective Schools Proposal, additional teachers, counselors, and school aides, represent a judicious request for additional money. The Union is positive that the More Effective Schools Proposal offers an opportunity to demonstrate that effective education can be achieved in this city. It is hoped that this will remain in the budget.

School Aides are needed in order to make it possible for teachers to give the maximum time to the instructional program. While the proposal for Aides falls short of the stated goal of the Agreement between the Washington Teachers' Union and the Board of Education, it is a beginning.

Although there is a request for additional teachers in the proposed budget, the number requested does not begin to meet adequately the reduction in class size which has been agreed upon by the Union and the Board. If you note the class size chart in the appendix, the following information is revealed. In the elementary grades 1, 125 or 39.7% of the classes were above 25, and in the senior high 2, 023 or 52.9% were above 25. If one would but examine these figures minutely, he would find that there are academic classes on the secondary level as well as elementary classes either near or above 40 pupils. The Board must deal with actual class size and not a ratio basis. A ratio is derived from dividing the number of pupils by the number of teachers. This has been an anachronism engaged in by the Board for too many years.

A golden opportunity has been missed in terms of staffing the Special Education Division. This department should be organized horizontally rather than vertically. Instead of devising a new structure for this department, the old tried-and-true method, which has doomed the system to failure, has been suggested for this area. The formulation of a new empire structure in Special Education insures that there will be no more than that of the other divisions.

In a document as voluminous as the school budget, it is virtually impossible to deal with all aspects in detail. Therefore, there are certain questions which are raised for consideration:

1. Does the budget contain in proportion too many administrative positions which will contribute to an ever growing inflexible bureaucracy?

2. Why is it necessary to provide for additional supervisors in the elementary division when it has been demonstrated that this arrangement does not insure better instruction?
3. Why is it that in the special projects division there is requested a GS-9 Research Assistant, but in other areas the same position has been classified at a TS-10? Why not equality across the board?
4. Why is there a need for an educational specialist in the Military Science Department?
5. Why didn't the administration take the opportunity in the 1971 budget to come up with some innovative ideas in terms of staffing, rather than increasing the number of bureaucrats?
6. What is the purpose of "Dean of Students?" How does this position differ from that of the Assistant Principal? Why couldn't these funds be allocated for teaching positions which might obviate the need for "Deans?"
7. What has been the success of Project 400? Is the Board financing another boondoggle as it did with Project Wise?
8. Does the Model School Division need as many administrative positions as has been suggested?
9. Does the Innovation Team need as many administrators as have been proposed?
10. What is the difference between a coordinator and a team leader insofar as the Innovation Teams are concerned?
11. Since the present system of teacher evaluation is a failure, why is there an increase in the administrator end of the present process, rather than trying to institute a new system which might produce better results?

12. Why is it necessary to add staff to the outdated office of the Chief Examiner? Judging by the performance of this office over the past years, the school system would do better to utilize the funds for this department in some other area.

The above questions are but a few which need answering before the budget is finalized.

Finally, there is another segment of the budget which causes serious problems for the Union. This relates to the proposal for curriculum specialists. The Union contends that the curriculum specialists are the classroom teachers. To create a "cadre" of curriculum specialists who are not actively engaged in classroom teaching, is a gross error of judgment. Instead of creating a "special class" the Union suggests that these funds could be better spent in providing released time during the year, and special projects during the summer, for classroom teachers to engage in curriculum construction.

The Board is to be commended for its efforts in trying to achieve maximum input from teachers and the community into the budgetary process. Perhaps this will provide useful sometime in the future when and if the day comes that the Board of Education is given the power to control the destiny of the public schools. Until such time, the whole process and the end results are but fun and games, while the business of educating students in the District of Columbia continues to be mired hopelessly in the "democratic process" better known as the plantation system controlled by the Squires of the Capitol.



THE WASHINGTON TEACHERS' UNION

**1126 Sixteenth Street, N. W.
Washington, D. C. 20036**



**Mr. Julius Hobson
300 M Street SW
Washington, D.C. 20024**

Speed For 23 1949

I Mrs. Florence young wishes to express my desire to the board, hoping you would let Adams school stay just as it is at this time.

I wouldn't want a community school because there are many other parts we parents can play then to go in a school which is under good supervision and disrupt it. First we need to well train our boys and girls before they get to school in order to be taught by those profession teachers who have had a kinda hard time learning them selves in order to teach our children. We have fine teacher at Adams, NOT with mini dresses on, but I can truly say, I am proud of every child who attends Adams school. we want to only experiment on our pets but NOT our children. We hope and pray Mr. & Mrs on the board, let

My name is Tim Thomas. I am Chairman of the Black Students' Union at The George Washington University. I am appearing before you tonight to announce the support of my organization for community control of the Adams School. The BSU is moved to take this position for three reasons. First of all, the vast majority of my members are natives of Washington and, as future parents, are genuinely concerned over the growth and complexity of the present school administration which they feel has compromised the accountability of neighborhood schools to the community which they serve. Specifically, at the Adams School, the BSU is concerned over the hassel which parents have to undergo in order to secure Adams for community meetings.

The BSU is concerned, secondly, because we feel that there is a growing polarization between the schools in Washington and the parents. Specifically, at Adams parents have expressed concern over their inability to gain access to teachers and, as a result, feel that they lack the power to influence decisions affecting the education of their children.

Thirdly and most importantly, we support community control because of the failure of traditional educational institutions to equip Black children with the potential to participate fully in the ^{development} ~~going-on-ness~~ of their communities. Both the Colman Report nationally and the Passow Report locally have driven ^{home} the plight of Black youths in inadequate and overcrowded schools.

It should be made clear here that the BSU does not see community control as the panacea for the ills of the Adams School, but we do see it as a step ^{toward} ~~to~~ the increased relevancy of education to the needs and aspirations of Black youths and their parents.

Members of the Board and Superintendent Henley. My name is Ruth Pearl; I am president of the Brightwood Elementary PTA. Tonight I want to talk to you about health and hygiene at our school.

Mr. Henley, I am sure has more than the ordinary interest in conditions at our school, because his granddaughter, Sheryl, goes there. His granddaughter and my daughter share the same 4th grade classroom and the same restroom.

I'm here tonight to tell you just a little about that restroom.

To begin--It is either Board policy or Building and Grounds policy--
~~or does it matter~~
I don't know ~~what the policy is~~ but stated policy it appears to be that 5th and 6th grade girls may not menstruate on school property. It is the stated practice of Mr. Woodson's Office that not only are Kotex dispensers not provided, neither are containers provided for disposal purposes in the toilet stalls at the elementary school level. However, the majority of our 6th grade girls do menstruate--monthly--and quite a few 5th and even some 4th graders as well.

Unfortunately this isn't our only restroom problem. The stench and filth defy description. In addition, we also supply toilet paper only at rare and infrequent intervals. Upon questioning our children, we found this has been a Brightwood "tradition". It's nothing new; it's been going on for years.

Perhaps because the stench has been extra bad this year--a fact also confirmed by our children--we parents were finally made aware of how bad the situation has been at our school.

Toward the end of September (Sept. 26th to be exact) when we first spoke to our principal about the restrooms, we learned there were no toilet bowl brushes or even disinfectant in the school. It was our principal who personally purchased the first gallon of Lysol that day. And incidentally, while we do not know exactly when those bowl brushes did arrive, they were not in the building as recently as our last PTA meeting on October 29th.

①
On September 26, we had facetiously stated that if things weren't improved in a week, it might be necessary to notify the Health Department, ~~to shut down~~ school. For let me make it clear what the extent of the filth was that we were ing about in the one-and-only girls restroom which has 20 toilets serving needs of approximately 400 youngsters.

We'd been checking it almost daily for the prior 10 days. At no time did appear the room had been touched by custodial hands. At no time had there been y toilet paper. And 6 of the toilets, while totally inoperable were not so rked, and, as you can imagine, were filled with non-flushable ~~crap~~ ^{matter}. The boys restroom was equally unbelievable, if not worse and the situation was only slightly better in the one toilet off the Teachers Room, where it was not even possible for teachers to wash their hands because of the stopped up lavatory.

Anyway--~~We~~ waited another 10 days, during which time paper still was not in evidence, the stench still remained (though somewhat improved), and we ~~don't~~ continued to express our concern.

Finally on October 7 we told the principal that it looked as if our only possible source of help would have to come from outside the school system--therefore we were going to call the Health Department. Health inspectors came out the following day, as did representatives from Mr. Woodson's office.

We thought our problems would be over--IT AIN'T SO. Four stalls in the girls restroom remain wired shut awaiting repair or replacement, we're not sure which. Toilet paper, while appearing more frequently, is still seemingly treated as a precious commodity to be made available only occasionally, and the odor and dirt still abound. The same applies in the boys restroom. While the teachers' lavatory is now repaired, that toilet and the one located next to the principal's office are not really kept "clean" by any standard. Added to that, we now have a new, six-room demountable which opened at the end of October and serves our 1st and 2nd graders. While its restrooms are pretty and brightly painted and happily have also been supplied with toilet paper, they, too, nonetheless, stink.

We ask you, Mr. Henley, is this what you want for your granddaughter? or
any child?
And we ask you, Board of Education, is this what you ~~very~~ want for any child in
the District of Columbia?

This is one mess in Washington which we believe merits cleaning up.

#

December 3, 1969

Statement Before the Board of Education

by Chairman Education Committee, D. C. Federation of Civic Associations

Mister President, members of the Board of Education, Mr. Superintendent and Mrs. Williamson - after the vote of the Board on the Promotion Procedure, I regard the privilege of speaking here as imposing upon me, only one obligation: that is of reading the following statement as agreed to by the Educational Committee of the D. C. Federation.

On Friday, November 29, the Federation of Civic Associations met and voted, after much debate, to oppose the community control of the D. C. Public Schools - but to encourage wholeheartedly community involvement and participation in all school affairs.

The Federation feels strongly that the control of the D. C. Public Schools resides in the elected members of the Board of Education - who because they are elected should run the school system wisely and, when feasible, in accordance with the desires of the communities.

The appointment of and/or dismissals of principals, teachers, administrators, allied professionals, etc. must be the final responsibility of the Board of Education -- acting in accordance with the wishes of the community and via Board of Education regulations and policies. Moreover, the development of curricula is also the responsibility of this elected Board of Education. This Board should not abdicate its duties to either the sincere in the community or to the whims and shoutings of the insincere.

The hope for a successful D. C. school system is community involvement and participation - not control of our schools.

The Committee asked me to say, further, to you that they believe the new Board, starting in January, will be vital and effective in the growth of our school system. That your deeds will speak louder than your words, that you will find the time and energy" to serve, to work and to lead."

That our faith and the faith of others in you and Mr. Henley - will make it easier for you to restore confidence in our schools. And under your inspired leadership the needs of the school system for improved reading, writing, arithmetic, new physical plants and discipline will be met.

So that our children will once again in their school classrooms be able to smile, dream and hope for a better future.

Respectfully submitted,

/s/ Dr. Benjamin H. Alexander, Chairman
Dr. Benjamin H. Alexander, Chairman

IVY-CITY TRINIDAD
CITIZENS STEERING COMMITTEE
WASHINGTON, D. C. 20002

December 2, 1969

Board of Education
D. C. Public Schools
415 - 12th Street, N.W.
Washington, D. C.

Dear Board of Education Members:

Enclosed is a copy of our request to the Board of Education dated July 30, 1969 and presented before you by Mrs. Mattie Taylor. We noted that in your reply to our petition you decided to retain Crummell School, untying it from the opening of the Webb School Addition.

We, the organizations listed in the original petition, would like to reiterate our desires to have a new Crummell School built on the same site to replace the outmoded buildings now in use. In addition, we suggest that the Board of Education purchase the Potomac Electric Power Company building adjacent to the school. This building is simply being used as a one-story parking facility and could be easily relocated elsewhere.

The Crummell School population has steadily increased from a low of 361 in September to a present high of 475 students. This steady increase serves in opposition to one of the prime reasons for razing Crummell, that of population decrease.

We strongly urge the board to take those necessary steps that will lead to the building of a new Crummell Elementary School.

Sincerely yours,

Delia I. Hawkins

The Ivy City-Trinidad
Citizens Steering Committee

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.

Crummell
1900 Gallaudet ^{SCHOOL} St., N.E.

C. W. Taylor
PRINCIPAL

June 16, 1969

Mrs. Mattie Taylor
D. C. Board of Education
415 - 12th Street, N.W.
Washington, D. C. 20004

Dear Mrs. Taylor:

We are asking that you present our position to the Board of Education at its next meeting Wednesday, June 18, 1969.

The Crummell-Webb PTA, Ivy City-Trinidad Citizens Association, churches, and other organizations in the area would like to express their opposition to the proposed phasing out of the Crummell Elementary School. This body cannot express too strongly the need to keep Crummell operating as an elementary school unit. We, therefore, submit to you the following statements in support of our position. We also are enclosing a petition containing over 500 signatures signed by concerned citizens of the Ivy-City Trinidad community:

1. Both Webb and Crummell are over capacity - Crummell Capacity - 360 enrollment - 415, Webb Capacity - 800 - enrollment 944
2. Hazardous route -
 - (a) West Virginia Ave., Mt. Olivet Rd., and Montello Ave. crossings
 - (b) Young children 5-7 years of age must travel more than a mile of from farthest point of the boundaries.
 - (c) Kojack's Liquor Store - Many trucks and cars in and out driveway makes for hazardous sidewalk crossing.
3. Playground cannot accomodate the 944 pupils enrolled at Webb presently. To increase the enrollment without an adequate area is a safety hazard.
4. Cafeteria cannot accommodate any additional children.
5. Neither Webb nor Crummell has requested a community school.
6. Webb is needed to accommodate its over capacity and to serve as pre-school center for the area children. (Webb-Crummell-Wheatley)

These 944 children remained inside from November 68 to April, 1969. Mr. Woodson has been notified that this was necessary because of the muddy field which is the only area accessible. This area belongs to the Recreation Department.

Sincerely,

Clarence W. Taylor
Chairman
Steering Committee

cc: Ivy-City Trinidad Assn.
Webb School

PROPOSALS FOR UPDATING TAFT JUNIOR HIGH SCHOOL

Good evening members of the D. C. Board of Education, fellow parents, and citizens. I am Mrs. Hazel L. Brown, President of the Taft Junior High School Parent Teachers Association. I would like to first welcome you to Taft Junior High School, and on behalf of the Taft Junior High School P.T.A., to express our appreciation for this opportunity to bring before you some of our problems. We seek for our children here at Taft Educational opportunities which should allow them to develop to their maximum potential. We feel that in order to adequately challenge our children to achieve in their educational environment, certain entities are basic requirements. Among these are a competent dedicated and resourceful faculty and staff, a curriculum which provide educational, goals which are meaningful, attainable, and meets the needs of the students, and a physical plant which is conducive to their development. Tonight, we would like to address ourselves to the latter of these entities, the physical plant. During the previous school year, a committee composed of Parents from Taft Junior High, and interested community members was constituted to inspect this school building and report back to the parent body its findings as to the conditions of the building. As a result of this inspection, a lengthy list of inadequacies was compiled. We have selected some of the most urgent needs to present to you tonight.

1. Updating of the lighting in the original building.

One of the prime requirements for educational achievement by students is the ability to adequately perceive printed material. We maintain that classrooms lighted by thirty five old incandescent lighting fixtures supplying approximately 5 foot candles of illumination cannot by any stretch of the imagination be

construed as adequate lighting for our students. We understand that updating of the lights in the building has been programmed, however, we do not have any target date as to when to expect the job to be started. The needs of our children in this category is now and we urge you to direct the replacement of these outdated lighting fixtures be started immediately.

2. Updating of lavatory facilities.

Another vestige of the thirty five years existence of Taft Junior High School is the lavatory facilities in the original building. The partitions which originally formed the individual cubicles have through years of use and misuse deteriorated, and most of the doors have been removed and have disappeared. To use the lavatory facilities here offers an affront to the sense of modesty morality and the need for privacy which has been instilled in so many of our students by their family. The process of learning should and does take place here as in other parts of the building and in order to make that learning wholesome, we must provide adequate facilities for insuring its wholesomeness. We request that you direct an immediate program be started to completely update the inadequate lavatory facilities in this building.

3. Removal of walls in the recreation wing.

We request that work-be begun as soon as possible to remove certain non bearing partitions in the recreation wing. This will give the recreation department more uninterrupted recreation area in which to conduct its programs. Additionally, it will allow extensive uninterrupted play area for the use of Taft Students during inclement weather. A work request was placed for this improvement some time ago, and the school administration was given an October starting date, however, to date, nothing has been done in this regard. We feel that immediate initiation of this project will be of great help to us in combating some of the other problems which we face.

4. Completion of the incinerator installation.

Sometimes prior to Christmas 1968, a contract was executed to replace the incinerator here at Taft. The old incinerator was torn out and installation of a new one begun. Approximately one year later, the installation is still not complete, and no work has been done toward this completion for the last three to four months. This facility is most urgently needed by the staff here at the school, and we ask that you the board direct the appropriate department of the administration to take all available means of affecting an immediate consumation of this contract.

5. Provide additional parking facilities.

This school year at Taft has seen some notable changes. As you all know our new wing is nearing completion. Addition of this wing quite naturally necessitated additional staff. This addition to the staff has intensified what was already a serious lack of parking facilities here at the school. Presently, there are parking spaces at the rear of the old building for approximately twenty five cars. There are nearly one hundred persons on the staff here, and when those twenty five spaces are taken, the rest of the faculty must park on the streets, or illegally in front of the building. We propose that the section of ground east of the new wing be developed into parking facilities for the staff. A feasibility study of the area has been made and it is estimated that developing this area for parking would afford us from fifty to sixty additional parking spaces.

In conclusion may I urge you the board members to give immediate and careful consideration of the request submitted herein. We would like the board to also direct the appropriate department of the school administration to begin a study of the original building with a total remodeling program in mind in order to make it more conducive to the operation of present day educational concepts.

PROPOSALS FOR UPDATING TAFT JUNIOR HIGH SCHOOL

1. Modernize lighting in the original building.
2. Modernize lavatory facilities in the original building.
3. Remove certain non bearing partitions in the recreation area.
4. Complete the installation of the incenerator.
5. Convert the grounds east of the new wing to additional parking facilities for the staff.

As an interested parent with two daughters who have attended D. C. Public High Schools, one a graduate and the other now a senior, I am here at their insistence and by my own convictions; because they have appreciated and enjoyed a Health & Physical Education Program, having come from a Parochial High School which ~~had~~ had no substantial Health & Physical Education ~~Program~~ Program. Also I do have four younger children, Therefore, I want to make these following points about the program:

1. Our young people need a physical education program to develop their bodies; in many homes there is no one there to encourage young people, so the school must assume this role in order to ~~en~~ assure their proper growth and development.
2. Directed physical activities develop interest for outside activities beyond school, which encourage young people to participate in wholesome recreation rather than fall victim to delinquency for want of just something to do.
3. Many young people are able to go to college on Athletic scholarships; their eligibility comes through physical education programs.
4. As a part of Physical Education, the ~~health~~ health program supplements or fulfills the Parential Role of teaching our young people about themselves, making them aware of their responsibilities in the community, and keeping them informed about social conditions and behavior.

In this day and age, when we are trying to tailor the education to the needs of the students, how can we afford to delete a necessary part of the school program. A High School Health & Education Program has merit, therefore, the participants deserve credit.

Bracy E. Means
4308 13th Street N.E.
Washington, D. C.

(10)

TO: MEMBERS OF THE BOARD OF EDUCATION
DISTRICT OF COLUMBIA
FROM: AFFIRMATIVE STUDENTS
SUBJECT: PHYSICAL EDUCATION IN D. C. SCHOOLS

December 3, 1969

I am not here to speak for every student in the District of Columbia School System, but I am here in behalf of those students who are asking W H Y?

Why must Physical Education be taken from the schools in the District of Columbia?

We admit we want credit given for this subject. Physical Education is an over-all part of the Educational Program and why not go all the way and treat as such - - GIVE CREDIT.

Physical Education embraces so much of the school spirit, that it is our opinion, that it would have much more affect on the morale of the students than did removing Prayer from our schools-- If Physical Education is dropped from the school program.

What happens to that student who has the ambition to further his education, but does not have the financial means in which to obtain it ONLY through an athletic scholarship?

What happens to that student who plans to attend a College or University and Physical Education is dropped from the curriculum in our schools? It is a requirement for College.

SUBJECT: PHYSICAL EDUCATION IN D. C. SCHOOLS - 2

Physical education can help combat obesity. Physical Education can help combat fatigue. Cardiovascular problems rate very high on the list of illnesses.

Physical Education helps to eliminate "TIME ON MY HANDS" problem. Most young people have plenty of time to do things, but will have nothing to do unless we can continue our Physical Education program.

In discussing the pros and cons of Physical Education let us not forget that Physical Education is in our elementary schools, and this gives each of us a beginning of correct posture, good sportsmanship, correct learning techniques for all sports.

To each Member of the Board of Education PLEASE do not deprive us (THE STUDENTS ATTENDING SCHOOL IN THE DISTRICT OF COLUMBIA) of Physical Education without credit.

If Physical Education is going to remain as we wish --- the program does need to be up-graded - more activities - more individual activities that will help promote sociability, curtail instability.

If Physical Fitness is going to be stressed the Health and Physical Education Program is very essential to each boy and girl in all levels today. In order for one to be a well rounded person and enjoy life to its fullest we MUST BE PHYSICALLY FIT.

Physical education can help combat obesity. Physical
education can help combat fatigue. Cardiovascular problems rate
very high on the list of illnesses.

Physical education helps to eliminate "TIME ON MY HANDS"
problem. Most young people have plenty of time to do things, but
they have nothing to do when we are outside our Physical

In discussing the new way of Physical Education for
us not forget that Physical Education is in our elementary schools,
and this gives each of us a background of physical education, good

The goal of the new way of Physical Education is to not
discourage us (THE STUDENT) but to encourage us in the practice of
(CONCEPTS) of Physical Education and its benefits.

In Physical Education we want to encourage us to wish -
the program does not to be a program - it is a program - more
the program does not to be a program - it is a program - more

In Physical Education we want to be interested in the health
and Physical Education is a program in which we want to be
part in all future things. It is not for one to be a well rounded
person and only this to be a well rounded person.

PROPOSAL OF MCKINLEY HIGH SCHOOL PTA
COMMUNITY SCHOOL BOARD MEETING
TAFT JUNIOR HIGH SCHOOL 3 DEC 1969

Members of the School Board of the District of Columbia, by now you must know that this city government is considering the purchase of the old National Geographic Magazine building for use as a detention center to ease the overcrowding at the D.C. jail and Lorton reformatory. As president of the McKinley High School PTA, I am here tonight firstly, to propose that the city purchase this building for use as an educational annex to McKinley and secondly, to establish the PTA's opposition to the city's use of this structure as a penal facility.

Located at 1709 third Street N.E. just one block from McKinley High School, this building's availability was first noticed by McKinley principal, Mr. William Rumsey. Being sensitive to both the matter of school overcrowding and the surrounding community's needs, Mr. Rumsey labored summer long working up a proposal exploiting the educational potential of this structure. I recently visited the National Geographic Society Building and was impressed with the fact that it was already equipped with the basic facilities needed to allow an immediate promulgation of some of the suggested programs. Not only is the building equipped to handle a modern computer training center and business

machinery for commercial training, but it contains sufficient space to give other than token attention to a reading clinic.

Just at a time when neighborhood stability is of prime importance to the development of optimistic attitudes toward the projected ways of solving our inner city ills, the very suggestion that a penal colony was to be dropped in their midst has already had its demoralizing effect. In speaking to one of the well known residents of the area, quite by coincidence, I learned that she, after long years of saving, was about to consummate a real estate transaction involving her home. As a direct consequence of the recent publicity concerning the use of this same building, a few blocks away, as a jail, ^{this transaction} ~~the transaction~~ ~~is being~~ is being ~~by the~~ delayed. Quite obviously, McKinley area property values are even now on the brink of plunging downwards.

Ladies and gentlemen of the School Board, we, the parents of the twenty-one hundred children at McKinley even after recovering from the initial emotional jolt caused by this disastrous consideration, remain unalterably opposed to using the old National Geographic building as even a temporary detention center. Because you are the only democratically conceived ruling body of any kind in the District of Columbia, the McKinley PTA urges that you not succumb to the same kind of fuzzy thinking that continues to promote the root causes of our current social ills.

Some of our public officials would have us believe that the solution to the rise of violent crime in the inner city rests solely on the construction of jails and the application of threats of force by the authorities. While believing in the necessity for an ordered society, the McKinley PTA differs with these officials but agrees with some of the conclusions drawn by the three most recent presidential commissions. "The solution to the rise of violent crime must also rest on the people's acceptance of the legitimacy of the rule making institutions, of the political and social order, and of the rules these institutions make." As the only elected representatives of the people of the District of Columbia, you are in the enviable position of being able to help reestablish inner city faith in society's rules while at the same time making provision for an expanded educational and training capability for the children of Washington.

You would be derelict indeed if you did not immediately call a special meeting dedicated to this matter. We, the McKinley PTA propose that you use the power vested in you by the people to block any move by the D.C. Department of Public Works to use the old National Geographic building as a penal institution. In addition, give detailed consideration to the educational proposals forwarded by Mr. Rumsey for the conversion of this facility into an educational annex to McKinley High School.

George C. Page, Jr.
President, McKinley PTA

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STATEMENT OF THE LEAGUE OF WOMEN VOTERS OF THE DISTRICT OF COLUMBIA BEFORE THE BOARD OF EDUCATION ON THE USE OF THE NATIONAL GEOGRAPHIC BUILDING

Presented by Mrs. Darnley M. Howard
Chrmn.. Educ. Comm.

December 1, 1946

Honorable Walter E. Washington
Mayor-Commissioner
Government of the District of Columbia
District Building
14th and E Streets, N.W.
Washington, D. C. 20004

Dear Mayor Washington:

The League of Women Voters of the District of Columbia wishes to add its voice to that which will surely be a tremendously negative reaction to use of the old National Geographic Building as an annex to the city jail. While our jail is overcrowded, so are our schools, and the League believes improving the schools will decrease the numbers in the city jail. McKinley High School has one of the finest plants of any school in our city. It is shocking to us to consider using the National Geographic Building, one block from McKinley, for anything other than educational purposes, and horrifying to contemplate its use as a city jail annex. In practical terms, the building as it exists (it is already air-conditioned and wired for computers) can be easily converted into technical and other classroom facilities, while the job of converting it to a jail annex will be more expensive and time-consuming.

Surely any overall city plan would stress the use of this building for education. Let us not be so concerned over present shortages that we neglect the long view. The League of Women Voters of the District of Columbia urges you to arrange a meeting between representatives from the Board of Education, and yourself and City Council members, at McKinley High School, with a view to leasing the building in question.

The League would be happy to facilitate this in any way possible.

Sincerely yours,

Mrs. Philip C. Fortune
President

cc: All City Council Members
Board of Education

The Brookland P.T.A.

Brookland is one of the schools in the District sharing its' Principal. The P.T.A. feels that this condition cheats the children, the parents and the Community, neither does this condition lend itself to effective or efficient administrative process. For the past two or three school terms, a teacher, who taught both the fifth and sixth grades, has been absent from school almost as much as she was present.

The children in her class were always very late receiving their report cards or did not get them at all. Some parents felt that she was not present enough to fairly evaluate the children. The Parents, whose children who are now in Junior High School, are complaining that their children are failing, from lack of preparation. [They are seeking tutors.] With a full time Principal this condition would not have existed.

We, therefore request that Mrs. Shirley W. Hammond, the assistant principal of Brookland - Slowe, be assigned as "Acting Principal", acting at Brookland Elementary School. Mrs. Hammond is familiar with Brookland's problems, and has also kept abreast of the innovative programs, that are available, and this could help improve) the educational quality of Brookland. The P.T.A. feels this appointment is urgently needed and would require no extra funds.

Brookland is also a school without the "Male Image". We therefore request that two or more "Male" teachers be assign to Brookland, on the fourth, fifth and sixth grade levels. There is a fifth grade opening now. The others as soon as possible. Why must children go through their formative years, sometimes from kindergarten thru eighth or ninth grade without "Male Supervision"? Whatever the excuse, the School Board and Administration should do everything possible to rectify this situation.

At Brookland, we have neither an assembly hall auditorium or an "all purpose room". No place to permit the teachers to give programs, show movies, have meetings, or have "indoor recess" during inclement weather. There is a large basement room, twice the size of two classrooms, that is now standing idle. This basement room could very easily be converted for use as an all-purpose room. It would not take much, we ask that funds be made available, immediately for this conversion. It would make a nice Christmas or New Years gift to the staff and children.

Please speed our "window guards", we are receiving much needed equipment and hate the thought of it being stolen. Brookland has been illegally entered five times this past year and oddly enough in the same manner.

Most of the supplies ordered for Brookland (in February 1969) are still on back order. For example, construction paper, the children and teachers would be using for Christmas decorations has not arrived, phone calls via the "Hot Line" has not speeded up the deliveries (we could not decorate for Halloween). A whole year is entirely too long to wait for supplies, how can one teach? Parents are disgusted with these delays. New methods for supplying the schools should be explored.

Yours truly,

James Edw. Williams Jr.
James Edw. Williams, Jr.
President, Brookland P.T.A.

December 3, 1969

Reverend Coates, Mr. Henley, Members of the Board of Education
I am Gloria Roberts, President of the D. C. Congress of Parents and Teachers. I am here at the direction of some local PTA leaders who object strenuously to the recent sniping at PTA's by a member of this Board. I was not present at the November 19th meeting when Dr. Sessions turned his well-known pique on PTA's in the District of Columbia. I am told that among his many jabs was a reference to our being the Harper Valley PTA (with all of those implications) and the assertion that PTA's in the D.C. were middle class "racist" organizations. As one of our local PTA officers said - "If we're the Harper Valley PTA, rather than the D.C. PTA, then it follows that this Board must be the Harper Valley Board of Education." If we had nothing better to do with our time and energies than take pot shots at Board Members, we would come before you and sing you a long, sad ballad about the games some Board Members play and have played. However, we feel there are too many things that need doing in this city to waste our time on such petty nonsense. Rather we feel it is more important to clothe children in need, to raise money to buy shoes and over-shoes so children can attend school, to provide scholarships for our high school graduates to attend DCTC and to provide thousands of volunteer man-hours to do things in our schools that the budget doesn't yet provide for.

An organization that is made up of about 96% black parents, teachers and administrators is rather an unusual group to label racist, unless the Board Member is charging that these 96% discriminate against 4% minority. Whatever he meant, we reject totally and completely.

We would suggest to all Board Members that there is much to be done in our school system without attempting to tear down the largest organized group in the city. If Dr. Sessions or any other member can't think of enough educational projects to occupy 100% of his attention, the PTA would be very happy to supply a list of priority items.

The time has come for some members of the Board to work with all groups concerned with the education and welfare of all children in this city. I repeat, with all groups and not with just a few hand-picked citizens who purport to speak for all of the community.

I'm sorry that it was necessary to take time to come here for this purpose but we want it made a matter of Board record that we are weary of these waspish, unwarranted and unjust attacks on the more than 40,000 members of the D. C. Congress of Parents and Teachers.

EDGEWOOD CIVIC ASSOCIATION INC.

.It has been stated on more than one occasion that the high levels of frustration that led to the April Civil disturbance and continue to plague the people of the inner city with high rates of crimes, being committed by our young people, is an institutional system that fails to let the community participate in establishing worthwhile, educational programs that would have the kind of holding power that would lessen student drop out rate and reduce drug addiction.

The over-crowded conditions in our public schools have proved to be more than a handicap in getting worthwhile educational programs started. Consequently, school Administrators, parents and students are constantly searching for space that could be used for new programs that would promote community involvement. Such a space was found at the National Geographic Building at 3rd and R Sts. N.E. And a proposal was made by Mr. Ramsey and Mrs. Murray, Principals of McKinley and Langley, respectively. Now, I understand that according to radio and newspaper reports this space will be used for a jail. And that the leaders in the community had been notified of this intolerable act.

To set the record straight the Edgewood Civic Association has not been notified. And even if we had been we would have stated very forcefully that we are opposed to any kind of jail being built in this community. Having begged for years for space to relieve our overcrowded school conditions and promote new relative programs, We insist that any available space should go to our schools. Moreover, our students in the community have recognized the ineffectiveness of the employment system as it relates to their welfare. They are tired of having their names put in a grab bag and being told that we will call you if a job develops. This service should be brought into the community and the student should have space to work out their own destiny. Again, I repeat any ~~empty~~ available space should be used for the welfare of our students.

I would also like to bring to your attention the unsightly and unsanitary conditions that led to the closing of the boys' locker room at Langley Jr. High. Here again we are confronted with a condition that seriously affects the physical development of our youngsters. We are told now that it will be ten weeks before this condition can be given any attention several weeks have passed and we still find ourselves in the same old bag.

Finally, I would also like to know what if anything can be done to speed up the renovation of the Old Emery Community school? The Council made the funds available over a year ago, since that time several men have been out to measure and check the building but no work is being done. We are forced to ask if there are any answers to these untimely delays, because of budget cuts and the increase in unemployment ~~cuts~~ in our community. This kind of pressure creates a restless type of frustration that is not conducive to the welfare of black people of the inner city.

Orren T. Cohill
President
-Edgewood Civic Association Inc.

MEMBERS OF DISTRICT OF COLUMBIA SCHOOL BOARD

LADIES AND GENTLEMEN:

I COME AS A CONCERNED MEMBER OF THE COMMUNITY AND AS A MEMBER OF THE BRIGHTWOOD ELEMENTARY SCHOOL PARENT TEACHER'S ASSOCIATION. WE HAVE CHOSEN THIS OCCASSION TO PLACE BEFORE YOU PROBLEMS THAT HAVE BECOME ACUTE AT OUR SCHOOL. IT INVOLVES OUR CUSTODIAL SERVICES. AN OVERALL ASSESSMENT WOULD BE THAT THEY HAVE COLLAPSED.

LET US CONSIDER PERSONNEL. THE BRIGHTWOOD SCHOOL IS AUTHORIZED 5 CUSTODIAL PERSONNEL. CURRENTLY WE HAVE 4 ASSIGNED, ONE OF WHICH IS ON LOAN FROM ANOTHER SCHOOL. THERE IS NO SUPERVISOR BECAUSE HE HAS BEEN ABSENT SINCE SEPTEMBER. WITHOUT PROPER SUPERVISION COUPLED WITH THE LACK OF AN ADEQUATE NUMBER OF PERSONNEL, THE SERVICES RENDERED HAVE BEEN EXTREMELY POOR.

SMALL CHILDREN MAKE UP THE LARGEST PORTION OF THE POPULATION OF BRIGHTWOOD SCHOOL SO ADEQUATE HEAT IS NECESSARY. DO YOU KNOW AT ONE PERIOD OF TIME THIS YEAR THE SCHOOL RAN COMPLETELY OUT OF COAL? DO YOU KNOW THAT THIS YEAR OUR CHILDREN HAVE EXPERIENCED THREE COLD DAYS WITH NO HEAT UNTIL THE AFTERNOON PERIOD? DO YOU KNOW THAT ONE OF THE ON-DUTY CUSTODIANS DID NOT KNOW HOW TO OPERATE THE HEATING PLANT? DO YOU KNOW WE FREQUENTLY DO NOT HAVE HEAT IN THE SCHOOL WHEN THE CHILDREN ARRIVE BECAUSE THE CUSTODIAN DOES NOT GET THERE EARLY ENOUGH TO START THE FIRES? SEVEN OF THE NINE MONTHS THE SCHOOL OPERATES HEAT IS NEEDED. WE MUST HAVE HEAT EVERY DAY.

"GOD SAID, LET THERE BE LIGHT, AND THERE WAS LIGHT." IT SEEMS THAT MAY BE THE ONLY WAY THE CLASSROOMS AT BRIGHTWOOD SCHOOL WILL GET LIGHT. THE AUDITORIUM HAS BEEN WITHOUT SOME OF ITS LIGHTS SINCE SCHOOL OPENED. IN THIS ROOM, A DEVICE CALLED THE "CHERRY PICKER" IS NEEDED TO CHANGE THE LIGHT BULBS BECAUSE OF THE EXTREME HEIGHT OF THE CEILING. REPEATED CALLS HAVE BEEN MADE TO A MR. COOPER WHO HAS PROMISED THE DEVICE ON TWO OCCASSIONS. THE LATEST WAS THE FIRST WEEK IN NOVEMBER. IT FINALLY ARRIVED ON 2 DECEMBER AND THE LIGHTS IN THE AUDITORIUM WERE REPLACED. DO YOU REALIZE THERE IS ONLY ONE OF THESE DEVICES IN THE ENTIRE D. C. SCHOOL SYSTEM?

IN ONE ROOM THERE ARE 6 BANKS OF LIGHTS WITH EIGHT BULBS EACH. OUT OF THE FORTY-FOUR FLUORESCENT BULBS, ONLY ELEVEN ARE BURNING. THERE ARE OTHER LIGHT PROBLEMS THROUGHOUT THE BUILDING.

TRASH COLLECTION APPEARS TO BE A SIMPLE TASK THAT COULD BE PERFORMED BY ALMOST ANYONE. NOT BY THE CUSTODIANS ASSIGNED TO BRIGHTWOOD. ROOM TRASH CANS ARE NOT EMPTIED SOME NIGHTS AND FREQUENTLY NOT OVER THE WEEKEND.

BRIGHTWOOD WAS FORTUNATE TO RECEIVE A DEMOUNTABLE THIS YEAR. ANOTHER CUSTODIAN WAS PROMISED WHEN IT WAS OPENED. THE CUSTODIAN HAS NOT ARRIVED. THE FLOOR TILE INSTALLATION WAS NOT THE VERY BEST AND NOW TAR IS SEEPING THROUGH THE SPACES BETWEEN TILES. THE TAR IS BEING TRACKED ACROSS THE WHITE TILE FLOOR. THE FLOORS IN THESE BUILDINGS RECEIVE SO LITTLE ATTENTION THAT TEACHERS ARE CLEANING THE ROOMS.

RESTROOMS ARE NOT CLEANED PROPERLY. DISINFECTANTS SHOULD BE USED LAVISHLY FOR SOME TIME TO GET THOSE ROOMS IN AN ACCEPTABLE

CONDITION. FIXTURES TO HOLD THE TOILET PAPER ARE BROKEN,
SANITARY NAPKIN DISPOSALS ARE NOT AVAILABLE, SEATS ARE NOT WASHED
AND URINALS ARE NOT SCRUBBED PERIODICALLY. THERE IS A DEFINITE
ODOR OF UNCLEANNES THAT GREETES ONE UPON ENTERING. MY CHILD
REFUSES TO USE THE RESTROOM AND WAITS UNTIL HE GETS HOME EITHER
AT LUNCH OR AT CLOSE OF SCHOOL TO RELIEVE HIMSELF.
WE, THE PARENTS AT BRIGHTWOOD, WANT BETTER CUSTODIAL SUPPORT.
WE WANT HEAT WHEN SCHOOL STARTS AND EVERY DAY. WE WANT LIGHT
FOR THE CLASSROOMS. WE WANT REST ROOMS CLEAN ENOUGH THAT EVEN
SMALL CHILDREN CAN RECOGNIZE THEIR CLEANLINESS. WE WANT FRE-
QUENT INSPECTION AND COUNSELLING SESSIONS FROM THE D. C. SCHOOL
ADMINISTRATIVE STAFF. WE WANT SUPPORT AND POSITIVE ACTION
FROM YOU, THE SCHOOL BOARD, FOR OUR SCHOOL.

James C. McCullough
Brightwood Elementary School
3 Dec 69

1326 Rittenhouse St NW

20011

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The Langley Parent - Teachers Association wishes to go on record opposing the plan of the District of Columbia government to convert the National Geographic building at Third and K Streets, N.E. into a jail.

It is our belief that schools and jails are not compatible. The building can be put to better use as a "satellite" training center for dropouts and potential dropouts of Langley Junior High School and McKinley High School. It would certainly be more beneficial to the community if potential social problems are educated in a training center rather than detained in a jail. Therefore,

The funds used to operate and maintain a jail could be put to use for the betterment of the community as well as the city.

The Langley P.T.A. also wishes to announce publicly that we support and encourage Mrs. Mattie Taylor, the Hard's representative, and the Board of Education in their attempt to block the proposal.

Blanche Cotten, President
Langley Junior High P.T.A.

Left Statement

December 3, 1969

TO: Board of Education, District of Columbia

FROM: Welborn David Daggett, Vice President, Patterson Elementary
School PTA. 116 Elmira Street S. W. Tel: 562-2921

The ^{unsupported} half-truth allegations of incidents of crime made by an unrepresentative group of 5 to 7 people calling themselves the MPA (Military Parents Association), are deplorable to me and most respectable parents of my community, and according to investigations which we are now conducting their claims of violence in the schools, namely, Ballou, Hart, Simon, and Patterson are gross distortions and totally untrue.

At Patterson Elementary School, South Capitol Terrace and Elmira Street S. W., we have a very active PTA, serving a school community of over 20, 000 people; our PTA is comprised of over 500 persons, mostly parents with children in the School, including over 50 members who are parents in the military service whose children go to Patterson School. As of the time, in September-October 1969, the MPA group of 5 to 7 people published untruthful statements about the four schools mentioned above, not one incident of violence had been reported to the Principal or to the PTA. Our current survey of Civilian and military parents and children disclosed no incidents of violence, until about two weeks ago, long after the group of 5 to 7 people published their unwarranted attacks on the School. (when two incidents occurred)

The group of 5 to 7 persons calling themselves the MPA have refused to join or work with responsible groups such as civic associations, PTA's, and other organizations who represent the majority of parents and citizens, military and civilian, who seek improved learning conditions for all children.

At this point in our investigation of this group of 5 to 7 people, we have concluded that, as they are being used as political pawns, their purpose is to do nothing more than to fake community opinion in a failing effort to justify the pre-determined findings and report of Senator Spong's 1 Day-Committee Hearing-Investigation on Crime in D. C. Schools.

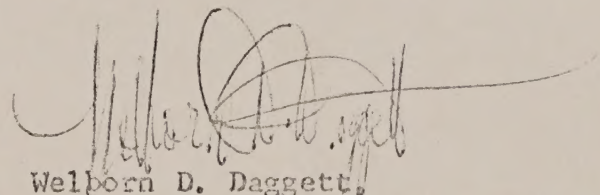
In a time of integration and cooperation it is appalling to imagine a group of people still preferring segregation and seeking to deny all children an equal educational opportunity, by attempting to have a school built on the Bolling Air Force Base mainly for the children of 5 to 7 people who are making vain attempts to exclude the majority of children of both military and civilian children.

They, in the name and disguise of "special education", are seeking to construct special situations of violence, ~~XXX~~ disorder, and unadaptability involving almost each case a child of one of these 5 to 7 people only, while most military and civilian children attend school with a minimum of difficulty. Upon observing the conduct, and studying the school disciplinary history of the children of these 5 to 7 persons, it becomes all too clear that some are un-loved offsprings of a prior marriage of one or both parents, and that by now they are experienced in skillful, deliberate provocation of peaceful children who otherwise can not distinguish them from other children.

The terror and tyranny of the misrepresentations made by this group of only 5 to 7 persons pounds the first and worst blow to their own; their second stroke of ill will affects all school children, and the diversion of the minds of educational officials from learning and teaching to crime and punishment destroying all efforts to build a free, peaceful society for all people.

Let us not be blinded into making jails out of the schools which produce our leaders of the future. As parents of children in the schools, we love our children and devote our lives to protect them; we would not trust this job to policemen in a school looking for, and determined to find, crime whether it exists or not.

We do not see a need for policemen inside the schools; the crimes are being committed, out of the school, around the school, on the street but rarely if ever in the school. We will not accept policemen and jails as substitutes for the real educational needs, which are more teachers, facilities, space, and above all educational funds for our District of Columbia children. Will you help us to get the funds to provide the educational needs of all children? The majority of parents of my community look forward to working with you to help children.



Welborn D. Daggett,
Vice PREsident, Patterson PTA
116 Elmira St. S. W.
562-2921

